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ATA

MAGAZINE

KILLDEER

No. 8

•

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APRIL 1961

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THE MONTH'S COVER STORY

Who hasn't spent intriguing minutes watching the familiar killdeer! Wildlife photographer Cy Hampson, who is associate professor of education at the University of Alberta in Edmonton, describes in his cover story on page 14 the appearance and the habits of the killdeer, No. 8 in our "Birds of Alberta" series.



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THE ATA MAGAZINE

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The ATA Magazine is the official organ of The Alberta Teachers' Association. It is published on the tenth of each month, except July and August. Publication and editorial office, Barnett House, 9929 - 103 Street, Edmonton, Alberta.

Authorized as second class mail by the Post Office Department, Ottawa. Return postage guaranteed. Subscriptions, per year: members \$2.25, others \$2.75, single copy 35¢.

Member of the Educational Press of America. Affiliated with the Canadian Teachers' Federation. Manuscripts, photographs, and drawings on educational subjects are invited, but the publisher assumes no responsibility for return or compensation. Opinions of writers are not necessarily those of The Alberta Teachers' Association. All correspondence should be addressed to the editor.

Notice of change of address, stating both old and new addresses, should reach the editor at least one month before publication date.



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April, 1961

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The Tax Plan Hearings

The two days of hearings before the legislature's agriculture committee on the government's new education finance plan brought forward a total of 13 briefs. During the hearings fears were expressed that the foundation plan would not meet actual costs, that many areas would face increased taxation, that the autonomy of school boards would be further reduced, and that improvement in educational programs would be drastically curtailed if not completely blocked. The majority of the briefs requested that the plan be postponed for one year to permit further study. Three briefs gave the plan conditional approval providing that modifications were made, and one requested that the plan be scrapped.

No doubt the city councils, school boards, and other interested organizations welcomed the opportunity provided for registering their views, but it was indeed unfortunate that so little time was given between announcement that the agriculture committee would meet and the opening day of the hearings. Surely the government could have done better than this. Admittedly, requests for such a hearing came late but that was in large part due to the piecemeal and fragmentary revelation of details of the plan as the session wore on. Much, much better would have been an announcement that the plan would be deferred to permit time to study the ramifications and implications of a matter of such grave importance to all the citizens of this province.

As yet there has been no announcement concerning the government's intentions. However, if the premier's appeal for the cooperation of municipal and school authorities is to be taken as a hint, there is not much doubt that the government juggernaut will go ahead with or without modifications in the plan.

One of the most interesting features of the hearings was the line of questioning and opinions expressed by government members as they cross-questioned the witnesses who presented the briefs. It became clear early in the hearings that the overriding concern on the government side was the matter of costs. Again and again, school boards were questioned on the size of classes, the number of "non-productive" teachers, or administrative and supervisory personnel employed. Some government members suggested that classes could be increased considerably, and one stated that the plan was designed to maintain the present ratio of undergraduate-graduate teachers.

But the most startling revelation of all came during the questioning of our executive secretary after he had presented the Association's brief. A cabinet minister expressed the view, not once, but several times, that municipal councils, and not school boards, were responsible for school expenditure. He believes that school trustees are responsible for curriculum and municipal councillors are responsible for school costs. There was no question in his mind of the autonomy of school boards. So far as he is concerned it just doesn't exist. Whether his is a corporate view of the government we cannot say, but for the sake of school boards let us hope that he was just carried away with his own personal views.

The most unfortunate aspect of the whole situation is that school authorities, the ones most vitally concerned with the matter, were not consulted about the plan until after the government had committed itself by spasmodic announcements of parts of the scheme during the current session. There is little wonder that many school boards are wondering just who was consulted before they were sold down the river.

How much better it would have been if the government had announced the establishment of a widely representative committee to inquire into the matter of school costs! All of the chaos and confusion caused by different interpretations among municipal councils and school boards as they budget for 1961 could have been avoided. As it is, the government's action seems to be one of unseemly haste.

A Canadian Look at Soviet Education

What are their schools like?

How good is their education?

ONE Saturday in November, 1960, a TU-104 twin-jet airliner slid down out of grey Russian skies to a smooth landing at Moscow airport. Aboard were some 35 Cuban trade unionists, an Indonesian couple, assorted Soviet citizens and three Canadian teachers—Carl Gow, of Winnipeg, Gene Morison of Halifax, and myself. As our Aeroflot jet taxied toward the terminal, we peered out uncertainly at the birch-fringed, snow-covered airport, dug our overshoes out of our baggage, and prepared to begin an experience none of us had even imagined six months earlier—a two-week look at Soviet education.

Pilot project

Over 100,000 Canadian teachers were in a way responsible for our arrival at Moscow airport. The Canadian Teachers' Federation, in correspondence with the Soviet teachers' organization, the Union of Educational and Scientific Workers of the USSR, had agreed that a sort of "pilot exchange visit" would be carried out by a few officers from each organization, with a decision regarding exchange visits of larger numbers of teachers to be deferred until this experience could be reviewed. Each organization agreed to handle its own group's expenses to and from the other's country, with all expenses incurred during the stay to be underwritten by the hosts.

We were the first half of this pilot exchange.* Carl, as CTF president,

GERALD NASON

headed our trio and we soon dubbed him our "scientific adviser" because of his years of experience as a science teacher before becoming a secondary school principal. Gene was chosen because she had been chairman of the CTF Committee on International Relations, because she was a past president, and also (let it be admitted) because it was felt that the presence of a lady would have a benign influence on the visit! For her scholarship in the field of history and her general familiarity with the arts, we appointed her our "cultural attaché". I made the trip because a value was seen in one of CTF's full-time staff officers being along. I take comfort from believing that my conglomerate educational career defied easy labelling and that it was only because of their own lack of ingenuity that my companions unanimously named me "baggage carrier" to the expedition!

A limited view

Our stay in the Soviet Union lasted 14 days and we visited only two cities, Moscow and Leningrad, in the Russian

*Three Soviet teacher representatives are to visit Canada during the last two weeks of April, 1961.

Republic—one of fifteen in the USSR. (We were to have visited Kiev, capital of the Ukrainian Republic, but were blocked by bad flying weather.) True, these are the major cities in the dominant republic, but we are well aware that our experiences in no way made us experts on Soviet education. However, we returned knowing at least more than we did before we went, and we were aided by the fact that the curriculum is almost completely uniform throughout the entire Soviet Union.

In our two weeks in Moscow and Leningrad, we paid visits to the following: a nursery school-kindergarten operated by a giant turbine plant; five "secondary" schools (Grades I-XI) including a boarding school, an evening school for workers and an experimental school; two teacher training institutions; two ministries of education; the Russian Academy of Pedagogical Sciences; and the office of the Union of Educational and Scientific Workers of the USSR—plus museums, art galleries, the theatre, the opera house, various other tourist sights, and a one-hour look at Moscow University.

Soviet hospitality

We could not have been treated with more courtesy, nor could we have been received more hospitably. Mr. Grivkov, president of the nation-wide four-million-member host union, Madam Schouprokova, president of the Russian Republic's teachers, and our two interpreters—one of them an official from the union's international division—met us on arrival. It was through their good offices and those of their colleagues that we were so well guided, transported, fed and housed during our stay.

It soon became clear that we had two tremendous advantages. In the first place, our hosts were obviously influential and able to provide easy access to schools of all kinds and to top educational officials. Secondly, we had not come to attend meetings or for any reason other than to travel, look and

listen as hard as we could, all day every day, for two weeks.

Life in the Soviet Union

If we were disappointed to learn when we arrived at Moscow airport on Saturday that everything, including schools, would be closed the following Monday and Tuesday in celebration of the forty-third anniversary of the October Revolution, our disappointment was offset by the excellent arrangements made for us to view the celebrations and the aspects of Soviet life they revealed.

Knowledge of Soviet life and Communism as practised in the USSR is more essential to intelligent observation of Soviet education than a corresponding knowledge might be in observing our education. In the centrally planned Soviet state, very little in education or in any other field is unrelated to the philosophy of the Communist Party and its exclusively approved precepts. Thus these three days, spent observing Russians and foreign well-wishers celebrating the event chiefly responsible for transforming Russia from what it was to what it is, were invaluable as an aid to our understanding of various aspects of Russian education.

We saw very little at first hand of the average Soviet citizen and his way of life. Our overcrowded itinerary left us little time, and the items on that itinerary concentrated almost entirely on education. However, quizzing our interpreter-guides yielded the following bits of information.

In the cities, most Soviet citizens live in flats in large, nine-storey apartment buildings, in which space is allotted according to a list of priorities on the basis of so many square metres per individual. We saw the outside of these buildings but unfortunately had no opportunity to visit a private home. Salaries are the equivalent of well under \$1,000 per year for unskilled workers and about \$1,500 for skilled workers. (Teachers do much better, starting around \$1,500 and going to \$3,500 or

\$4,000 or even higher.) In most families, both parents work unless there are four or more children, in which case a special allowance is received from the state. Rent costs the Soviet citizen from \$2 to \$4 per month, bread 15¢ a loaf, meat from 40¢ to \$1 a pound, taxis 15¢ a mile, refrigerators \$300, and cars (so scarce, due to concentration of production on trucks and tractors, that no more names are being added to the 25,000 now on the waiting list) from \$2,500 to \$4,000.

There are two other areas of background information that might help the reader as the story of our observations is told. One of these concerns "The Reform" (its importance and frequent mention demand capital letters); the other is the general organizational structure of the Soviet schools and post-secondary institutions.

The Reform

"The Reform" first appeared in 1958, when the present Seven-Year Plan was launched and Premier Khrushchev announced three important changes in education. One was the extension of secondary schooling—previously terminated at Grade X to Grade XI; another was the raising of compulsory schooling from completion of Grade VII to completion of Grade VIII; the third was the introduction of useful manual labor (or "work experience") at all levels, culminating in allotment of one-third of the six-day school week to this purpose in Grades IX, X and XI. All three changes were in progress at the time of our visit, since the target for putting them completely into effect is 1965. Therefore, some of the schools even in Moscow and Leningrad were still "ten-year schools"; most were in transition between the old and new patterns; and a few had become "eleven-year schools".

Overall education structure

The structure of Soviet education to the end of the secondary level is not unlike our own. Pre-school education begins with creches, then nursery schools

and kindergartens for children up to and including age six. Most enter "secondary" school (Grades I-XI) at seven years of age and, as of The Reform, all must complete Grade VIII. Those who do not leave school at this level to work or to attend terminal technical courses continue to the end of Grade XI. Success in the examinations at the end of this final secondary school year is rewarded with the national certificate, but a student wishing to continue his education must still pass competitive entrance examinations at the post-secondary institution of his choice.

The main post-secondary institutions are the university and the "institute". Soviet universities are less all-embracing than Canadian universities and resemble more our faculties of arts and science. All other lines of post-secondary education, including medicine, engineering, and teacher education, are accommodated for the most part in their own separate "institutes" which give five-year courses — the same length as most courses at the university.

Since our return to Canada, each of us has been bedevilled by two questions which come forth the minute anyone discovers we have been to the Soviet Union: "What are their schools like?" and "How good is their education?" At the risk of being accused of hedging, it must be said that these questions are far simpler to ask than to answer briefly. Perhaps the best way to convince the reader of this fact is to set before him some of our actual experiences.

Pre-school education

The Nevsky kindergarten — the only pre-school establishment we visited — is operated in conjunction with the huge Nevsky machine building plant in Lenin-

Mr. Nason is deputy secretary-treasurer of the Canadian Teachers' Federation. This is the first in a number of articles which he has prepared about the visit of the Canadian delegation to the Soviet Union.

"The emphasis in the USSR seems . . . to be on the theme that even the youngest Soviet citizens are joined together as inextricably as the links of a chain . . ."

grad. Most of our morning visit was spent touring the plant itself, a huge sprawling collection of shops concentrating on various aspects of the production of turbines. This provided us with some extremely interesting, if inexpert, impressions of Soviet workers and working conditions, but it unfortunately meant that it was almost noon before we were taken in the company bus far around the perimeter of the plant to visit the kindergarten.

In the kindergarten, we found 116 children divided into four groups according to their ages: three, four, five and six years old. Each of the groups occupied a large room which was divided into sleeping, eating, and activity areas. Great stress seemed to be laid on the children learning to do as much as possible for themselves and we observed that they took turns, even in the youngest age groups, performing such duties as clearing tables. It was interesting that our hosts viewed these tasks as an early form of the manual labor which is at the heart of the reform in Soviet schools.

The program was much like that of a Canadian kindergarten, including such familiar stand-bys as painting and hand-work, picture stories, activity games and exercises. A special music teacher came in twice a week to teach singing, ear training, dancing, and rhythmic games but there were no rhythm band activities nor could we see evidence of any attempt to develop independent creative music-making.

We were shown samples of the children's work at each age level and it was obvious that no attempt was made to teach reading readiness or to give any other special preparation for academic work. We were told that such activities had been tried in the past but that the practice had been discontinued, chiefly

because of objections from primary teachers. (The complaint—if not the result—sounded familiar.) The emphasis was quite clearly on learning to live together and on inculcating Communist concepts and ideals insofar as the ages of the children permitted. For instance, we heard the six-year-olds recite. They came forward with that delightful eagerness common to six-year-olds in any country to say poems about the red star over the Kremlin being the symbol of happy life for children, and others dealing with their Motherland and the way in which the rising sun sheds its rays on Lenin and strengthens their desire to emulate him. We heard the same age group sing a song to the effect that they loved their Soviet Motherland, must work to improve it, and would be true to their country which they thanked for their happy childhood.

We learned that, as is the case with boarding schools for children at elementary and secondary levels, there is a definite increase in the number of Soviet parents who leave their children in kindergartens overnight and even over weekends. This practice, of course, is quite consistent with the Communist philosophy of "collectivism" and is intended to accustom the child to live and work in company with large numbers of others.

This, then, was our look at pre-school education in the USSR. To return to the first of our two questions—what is it like? I would say that it differs greatly from pre-school education in Canada in several respects. It is true that kindergartens in both Canada and the Soviet Union are chiefly interested in early child development and in inculcating the social attitudes and habits, and even some of the basic morals of the respec-

(Continued on Page 62)

An Evaluation of the Leisure Reading Program

in Alberta Junior and Senior High Schools

C. H. CAMPBELL

This article is a summary of the findings of an extensive study conducted over a two-year period by the Leisure Reading Subcommittee. Our author, who teaches at Lindsay Thurber Composite High School in Red Deer, and a second subcommittee member, R. R. Fisk of Donnan School, Edmonton, were responsible for the compilation of the facts summarized here. Teachers pooled in the study appeared to agree that the present leisure reading program is satisfactory, partly because the suggested books are interesting and cater to a wide variety of tastes, and partly because emphasis upon reading is being demanded by the present curriculum. The subcommittee invites the aid of readers in the building of a better leisure reading program. Use the form provided on page 13.

WITH the help of a grant from the Alberta Advisory Committee on Educational Research, and under auspices of the Leisure Reading Subcommittee of the Department of Education, an evaluation of leisure reading in Alberta high schools was undertaken in 1959. The main data-gathering instruments were two questionnaires, a short one

directed to about 10 percent of junior and senior high school students — some 10,000, and a longer one directed to all the teachers handling leisure reading in the province—over 1,000. The questionnaires were sent out, in June 1959, to most schools in the province, and the replies, 7,722 from students and 1,126 from teachers, were transferred to IBM cards by government clerks.

By presenting the major findings of this study, the investigators hope that all those who helped — students, teachers, officials, and financial assistants, who are here publicly acknowledged for the first time — will gain a measure of satisfaction for the aid and cooperation they contributed.

Both questionnaires were, with some variations, of the multiple-choice type; the students' questionnaires contained 13 questions, the teachers', 40. Because of the acknowledged limitations inherent in this type of research, some of the conclusions of the study may be of doubtful significance. But the main conclusions not only appear consistently and clearly from the data but are also substantiated by related studies. The two questionnaires sought complementary rather than contradictory or even corroboratory evidence. The students' questionnaire tried to discover the reading habits, interests, accomplishments of Alberta high school pupils; the teachers', to find the methods of instruction used, the effectiveness of the program, its value, its faults, and teachers' remedies.

The students' first answers, sorted according to sex, age, grade, and type of school, indicated the reading habits, the types of factual and fictional books most popular, and the influences governing their selection. These answers were in close agreement with what teachers, librarians, and researchers already know. Differences in sex, for instance, quite strongly influence what high school students read: girls prefer stories of love, youthful adventure, careers, and dress; boys, Westerns, stories of animals, and sports. Girls are not interested in books about games, inventions, science, or hobbies; boys do not read books on hobbies, careers, travel and phantasy, or love stories.

But, except for these differences caused by sex, and some other minor differences, the general pattern of junior and senior high school reading, considered by age, grade, and type of school, shows that books about interesting people are most popular, that mysteries are the most preferred fiction, and that magazines and short stories are much more popular than poetry, plays, and essays. All students agree that personal interests, not teachers or class discussions, govern their choice of books, and they are not influenced by the number of pages in a book, its cover, or any notice it may have received on screen or television.

This information shows that the questionnaire produced answers of fairly high validity. The following information, whether "known" or suspected or in definite contradiction with generally accepted opinion, the investigators consider to be equally valid.

Boys read more widely than do girls but seldom read "girls' books"; girls adhere closely to the suggested book lists but read "boys' books" widely. As an example, junior girls frequently read *Hot Rod* and *Beau Geste*, and senior girls may read *Caine Mutiny* or *Great Escape*; but boys seldom read "Anne books" or *Jane Eyre*. The most popular books are invariably good books: in the senior high school, *The Robe*, *Jane Eyre*, *The Silver*

Chalice, *The Tale of Two Cities*, *The Citadel*, *The Wooden Horse*, *The Big Fisherman*, *Good Earth*, *Quo Vadis*. In this list one notices a balance between modern and classical titles. The majority of students, whether from necessity or choice, favor, to the extent of 70-80 percent, the books on the approved lists, but suggest 200 to 300 more titles not found in school libraries, and hundreds more not in these lists. Many of the books requested are "mature" books, few are lurid or sensational, though *Frenchman's Creek*, *Peyton Place* and *Lolita* were mentioned.

Generally boys and girls in junior and senior high school are claiming credit for an average of nine books per year. Little variation is shown, though girls read about half a book a year more than do boys. Students in Grades IX and XII (examination grades) read over a book less a year than pupils in other grades, and older students in each grade read fewer books than younger. On the average, boys and girls are reading about eight books a year for which they are not claiming credit — the younger the student in each grade, again, the more books read.

Those who found reading the required number of books difficult gave homework and "home duties", and especially "lack of suitable available books" as the main causes. Time spent on comics and television seemed not to affect leisure reading adversely. Students indicate that they have adequate reading skill to handle high school leisure reading.

In answer to the central question: "Do you find leisure reading a pleasure?", the replies were overwhelmingly in the affirmative: 95.6 percent for the girls, 88.4 percent for the boys. Students find reading a pleasure because: "It is a quiet pastime", "the writer's manner is pleasing", and "It satisfies curiosity and affords excitement". However, students report that reading is neither a habit nor a hobby.

If there were no leisure reading program in the schools, the students claim that they would read books from public

libraries, both classics and modern book-club selections. Only the younger boys and the rural students would turn to comics. Without a reading program students would engage in other recreations, for reading among the youth of Alberta, unless conducted in a regular classroom situation, appears to be done as opportunity offers.

Students seem to benefit from their leisure reading. They read books for sheer enjoyment and to learn about people and places. From Grades VII to X they read, in addition, to help choose a career, but in the higher grades the preference is for books which help with school subjects. Because students do not read "to keep up with others" or because it is expected of them, the leisure reading seems to be done without duress. Students find that leisure reading helps them to read faster with understanding, to distinguish good from poor books, and to gain vocabulary power. They gain little ability to discuss books or to distinguish good actions from bad, although the former, significantly, is truer for the younger students, the latter for the older.

Students in all grades and at all ages report that the leisure reading program can be improved if more books are supplied and if all books in the reading lists are better annotated. They like, in the senior high school, the idea of combining leisure reading with the more factual work of science and social studies. Many too, especially girls, would like more class discussion of books. They wish, finally, to be free from teacher help (or interference) in the leisure reading program.

The replies of the teachers, quite naturally, were not quite so consistent as those of the students, but they did corroborate, in large measure, what the students claimed.

Teachers agreed that the leisure reading program was achieving good results, considering the limitations imposed by lack of time, inadequate facilities and insufficient academic qualification. In this last matter, about half of the teachers

reported that they had read fewer than 30 percent of the books on the recommended reading lists, and about half admitted that they had studied only one or two university English courses. However, most had a "working knowledge" of books through skimming and wide reading. The time allotted to leisure reading in school timetables (less than 30 minutes per week on the average) was considered to be far from adequate. The libraries, some central, some classroom, were operated by teachers (not librarians) or by student committees, and were generally far from uniform (or even adequate) in operation. Worse was the lack of books: 19 percent of the schools have fewer than 50 titles listed in *Reading for Pleasure*, and 25 percent of the schools have fewer than 50 titles from *Invitation to Read*. The average school in the province has fewer than 300 volumes for leisure reading.

The majority of teachers give close supervision to the reading program, encourage the students to read a variety of books, and keep a record of each student's accomplishments. But there is very little evidence of developmental or remedial reading programs in the senior high school.

To check accomplishment in leisure reading most teachers (85 percent) favor the written report, and consider that it does not noticeably reduce enjoyment in reading, but does somewhat reduce interest in reading. Oral reports and check cards are used frequently in place of written reports. Junior high teachers accept the student's word that he has read a book and they place most stress upon a statement of the value of enjoyment the student has derived from the book; senior high teachers prefer a written comment on the plot, the characterization, the climax, the outcome, or the purpose of the author — a statement of the suitability of the book not generally being regarded as adequate.

Eighty-three percent of junior high school teachers and 74 percent of senior high teachers reported a definite improvement in fundamental skills of read-

If you know of a good book which is not presently on the approved list of leisure reading books, fill in the data requested below and return this page to the chairman of the Leisure Reading Subcommittee. If sufficient teachers rate a new book very highly, the subcommittee will request an examination copy from the publisher and in all probability the book will be placed on the approved list.

*You
Can
Help!*

LEISURE READING BOOK APPRAISAL CARD

Junior and Senior High School
Leisure Reading Subcommittee

Complete by writing data in blanks and
by circling the appropriate numbers or words

TITLE _____

SERIES _____

PUBLISHER'S NAME AND ADDRESS _____

AUTHOR _____

COPYRIGHT DATE _____ PRICE _____

EVALUATION: Excellent Very Good Fair Poor

Recommended for Grades: 7 8 9 10 11 12

Section or Subject: (Refer to School Book Branch Catalogues)

Grade Interest Level: 1 2 3 4 5 6 7 8 9 10 11 12

Grade Reading Level: 1 2 3 4 5 6 7 8 9 10 11 12

Binding: Good Fairly Good Poor Index: Good Fair None

Style: Excellent Very Good Fair Poor

Illustrations: Excellent Very Good Fair Poor None

PUPIL EVALUATION: Excellent Very Good Fair Poor
(List worthwhile pupil comments)

GENERAL APPRAISAL:

(Write this in the form of an annotation which would arouse the interest of a reader.)

RATED BY _____
(Name and Address)

DATE _____

If you wish to recommend more than one book, please give similar data for each one on a separate sheet.

RETURN TO: DR. J. C. JONASON, Chairman, Leisure Reading Subcommittee, 806 Administration Building, Department of Education, Edmonton.

ing as a direct result of the leisure reading program; 1.3 percent found no improvement over the years. Better tastes are being developed among the majority of students and worthwhile books are being read, teachers claimed. The reading habit was "probably" being developed among students, and enjoyment through reading "definitely" resulted. Over 60 percent of the students, according to the teachers, were meeting the "quantity" requirements of the reading programs, but students were not meeting so adequately the "quality" and "variety" requirements. Teachers reported, furthermore, that students are moderately efficient in reading skills and that most benefit considerably from the leisure reading program.

Motivation, most necessary in the reading program and most difficult to achieve, was the major concern of most teachers. Audio-visual aids, illustration, and dramatization were not very satisfactory. Informal talks and hints about books, recommendation of certain books related to study units, advice regarding book selection given by the teacher, and oral reports presented by the students themselves seemed the best devices. In suggesting books to students the teachers say that they disregard the "established literary merit" of the book in favor of the interests of the students; the possi-

bility that the book will offer the student something of practical, moral or emotional value; or afford a challenge to (and a development of) the student's reading ability. In junior high school the teacher can create interest by reading to the students and by encouraging membership in children's book clubs. Whatever the device — and the teachers in their individual classrooms are the best judges of suitable techniques — motivation, not knowledge of courses or even detailed knowledge of the contents of books, is the most necessary requirement for success in the leisure reading program.

In spite of hindering factors such as the lack of effort on the part of students and the pressure of other activities and distractions, teachers claim that there is definite evidence of benefit from the leisure reading program. In both junior and senior high schools the gains are: development of a love of books, an increase in reading skill, and a vicarious understanding of living. However, little gain is being made in understanding novel construction, and little gain in literary appreciation was claimed.

By means of the questionnaire teachers were able to make valuable suggestions for improving the reading lists and established criteria for including books on

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Cover Story

The Killdeer

The handsome killdeer is the most familiar member of the shorebird family in North America. Often seen foraging for food around frozen ponds in mid-March or late November, he is the first member of his order to migrate northwards in the spring, and the last to leave in the fall. The snow-white breast crossed by two sharply contrasting black bands, the rusty-red rump, and the characteristic call, are all that one needs to identify

him. The bright red eyelids are seen only from very close range.

Unlike most shorebirds, the killdeer prefers to nest in our bare fields, pasture lands and meadows, often at some distance from the nearest water. A shallow depression is formed in the ground in an open area and a few pebbles, bits of wood or vegetation are placed in and around it. Usually, the nesting site commands a good view of the surrounding

terrain. The number of eggs in a set is almost invariably four, and they are placed with their smaller ends together in the centre of the nest. Their buffy ground color and irregular blotches of brown or black result in some of the most effective examples of natural camouflage ever seen. It is possible to observe a clutch of killdeer eggs from a few feet, turn the eyes away for a moment, and then turn them back again only to find that the eggs have apparently vanished.

Both sexes incubate, and in about three and a half weeks, the eggs hatch into fluffy precocial chicks able to run with incredible speed, call, hide, and forage for food as soon as the moisture has dried from the down. Although the chicks have long downy tails and but a single dark breast band, they resemble the adults closely. Often both parents engage in the 'broken wing' act in an attempt to lead interlopers from the nest or young. On such occasions their cries become most plaintive and persuasive.

The killdeer is one of the agriculturist's best friends. Food items consist almost wholly of insects and other animal matter. Beetles, caterpillars, grasshoppers, earthworms, ticks, spiders, weevils, mosquito larvae, ants, and various kinds of flies are taken in great quantity along with a few weed seeds.

The flight of the killdeer, though often erratic, is swift. He is one of our few shorebirds which commonly winter on the North American continent, a fact which may account for his early arrival in spring. With continued protection his numbers are increasing and, unlike the extinct Eskimo curlew, he should long continue to wage war upon our insect foes and delight us with his extended visits.

The cover picture was taken from a blind along a railroad track within the city limits. Notice the rail at the upper margin of the picture and the tie or sleeper in the immediate background—mute evidence of the adaptability of this familiar species. —*Cy Hampson*

ATA Professional Study Program

ATA Scholarships

Eleven \$500 scholarships are offered each year: three to students who have completed their bachelor of education degree and are proceeding to post-graduate work in education; four to students in the Faculty of Education who are proceeding from their third to the fourth year; and four to teachers with permanent certificates who have completed three years of the bachelor of education program and are proceeding to the fourth year by intramural study.

Apply to the executive secretary by May 15.

Professional Assistance

Loans to a maximum of \$800 are provided to teachers in need of financial assistance to enable them to continue their professional education, through intramural study during a regular winter session, at the University of Alberta or at any other university whose standards are recognized by the University of Alberta. Loans, which are interest free, must be repaid within two years following the year in which they are issued. A minimum of \$200 must be paid during the first year.

Applicants for professional assistance must hold a permanent Alberta teaching certificate and be entitled to admission to the second year (at least) of the bachelor of education program.

Applications are considered during May and September. Those to be considered in May must be received by May 15; those to be considered in September, by August 31. Applications should be addressed to the executive secretary. Priority will be given to applications received before May 15.

Yardstick for Education Plan

The following editorial appeared in *The Albertan* for March 27, 1961 and is reprinted with permission of the publisher.

AMID the tumult and shouting about the provincial government's new educational finance scheme there is a grave danger that essential factors will be regarded as of secondary importance or lost to sight altogether.

It is unfortunate that the members of the provincial cabinet concerned have not explained the details of the plan as fully as they might have. We doubt, however, that this issue warrants the attention and space which have been devoted to it in some quarters. Moreover, since the plan is new and will affect each local school jurisdiction in a different way it is hardly surprising either that the provincial officials have not themselves assessed all the minor ramifications or that they are unwilling to adopt rigid positions with respect to details.

Again, it is of some importance that the plan may require ratepayers in certain areas to pay more for education than they would otherwise have done—especially in Calgary where the increase would have been marked. But this is not a primary issue either, unless one starts from the premise that the purpose of the plan should have been to reduce the burden of education for everybody.

What, then, are the primary issues? Should we not attempt to strike a balance sheet, weighing the plan's merits and demerits so that a true accounting can be made?

On the credit side, two points must be recorded. First, the plan seeks to achieve equality of educational opportunity for all children in the province, as far as that can be done through fiscal devices by having the bulk of local school taxes levied on an equalized basis (32 mills on equalized assessment) and by distributing the revenue thus raised plus the provincial government's contribution from its own revenues according to a formula based on six aspects of school operation. This is a credit in the sense that the objective of equalization is sound, regardless of the means adopted to achieve it.

Secondly, the educational tax base has been broadened by making provincial and municipal property and utility lines subject to taxation for school purposes. This is a credit, in the sense that the existing real property tax base was undoubtedly bearing an unfair share of the school cost burden.

Each of these credits, however, has an offsetting item on the debit side. The tax base has been broadened, but only marginally. As we said when the scheme was first announced, the government has not come to grips with the real problem, which is that educational finance needs to get entirely—or almost entirely—away from real property taxation and into some new tax source which more accurately recognizes the taxpayer's responsi-

bility and ability to pay for education and which will permit local school authorities to assume more of their responsibility in the revenue-raising field.

As for the equalization credit, it is more than offset by the adoption of a formula, which appears likely to "equalize downwards" and thus to retard educational improvement, not merely in those areas such as Calgary which presently enjoy a comparatively acceptable standard but also, eventually, throughout the province, as a whole. If the Calgary Public School Board is right in its contention that the section of Mr. Aalborg's formula relating to "instruction" will encourage school boards to hire teachers of poorer quality in order to save themselves money the whole scheme is condemned on this point alone—for the best education is impossible without the best teachers.

A third item on the debit side is that the plan represents a threat to local educational autonomy. How much of a threat, no one can yet say. But since the province is to determine how most of the locally-raised school taxes are to be imposed and how most of the locally-spent school revenues are to be distributed it is evident that it will hold some pretty powerful levers in its hands, and it merely remains to be seen how hard it will pull on them.

This is a vital point. Local autonomy is not just a sacred cow, a slogan to be used to arouse parochial emotions. It is something that is essential if parents are to retain any real control over the educational process and if educational practice generally is not to be pushed by excessively centralized departmental direction and regulation into the rut of conformity.

Finally, we must use red ink to assess the plan's approach to what was hailed as one of its major objectives. Both Mr. Hooke and Mr. Aalborg contended that the plan would do much to control rising school costs. But neither they nor anyone else has explained how it will do so.

Inferences may be drawn, however.

And the obvious one is that the costs on which Mr. Aalborg's education fund distribution formula is based will be called "approved costs", thus suggesting that other costs incurred by local boards are "unapproved". Thus, when a school board which finds that it needs more money to operate its system than Mr. Aalborg's formula will give it requisitions its local council for the balance, it will, as likely as not, be met with charges that it is incompetent and wasteful. We have observed on other occasions that if a school board is incompetent and wasteful that is the business of nobody except the people who elect it and the property-owners who pay its taxes. But judging by past experience that consideration will not stop Calgary's City Council from butting in.

Such interference would be bad enough if Mr. Aalborg's formula promised school boards sufficient "approved cost" revenues to maintain present educational standards at least and improve them at best. In fact, as we say, the formula seems likely to exert a downward pressure on existing standards. Because of this, every school board in Alberta which believes it has been elected to educate children rather than to accommodate children in schools at the lowest possible cost is going to have to fight for its beliefs and in many cases suffer defeat and see the youngsters under its charge shortchanged as a result. Of all criticism of the plan, perhaps the most damning is that the government has gone about trying to satisfy the cry for "cheaper" education in this underhanded way.

We are quite sure there is room for greater efficiency in many school systems, that the quality of education the children now receive could be provided at less cost. The public must accept some of the blame for this because of its indifference to school affairs, and the province must accept some because it has kept its own grip on such matters as curriculum, method, and even administration so tight that local boards have

(Continued on Page 62)

Are the proponents of general ability grouping for the gifted confusing individual with trait differences?

Traits Study Denies General Ability Grouping

The practice of grouping pupils according to some measure of general intelligence has been extensively developed in many North American cities. There has been much lively debate over educational implications arising from this procedure. It is generally assumed to be an adaptation by schools to alleviate the problem of individual differences. Much of the present controversy over the efficacy of grouping stems from confusion regarding the distinction between individual and trait differences. Individual difference refers to the disparity among members of any given class or age group in characteristics such as intelligence, spelling ability, reading ability; trait difference, on the other hand, refers to the variability within a single person of his own relative standing in such abilities and traits as spelling, arithmetic, music, art, and reading.

Knowledge of the nature of the distinction between individual and trait differences sheds some very vital light on any program for the gifted child. General ability grouping is based on the assumption that trait differences can largely be ignored. In other words, it is assumed that those traits with which the school is concerned are highly correlated, and that mental functions are all

organized around one general factor that shapes the general competence level of the individual. General ability grouping assumes that if a child is above average in reading he is also above average in arithmetic, geography, art, and in everything else; if he is below average in reading he is also below average in arithmetic, geography, art, and in everything else. All this is assumed on the basis of a test of his general intelligence.

It is important to note that evidence from several fields of psychology tends to refute this line of reasoning. An excellent example of such evidence is to be found in Hull's study of the variability in amount of different traits possessed by the individual. Hull studied 107 Grade IX boys, administering to them 35 psychological and educational tests involving a very extensive variety of traits. From his study Hull concluded several things, among them that trait differences in the typical student in this group were 80 percent as great as individual differences in the total group. He concluded further that trait differences are normally distributed, and also that trait variability is twice as great in some individuals as in others. He also found that no relationship exists between the individual's general level of ability and the extent of his trait variability.

It is reasonable to assume that the traits measured in Hull's study are representative of the traits responsible for achievement in the various areas of

R. N. ANDERSON

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the school curriculum. One can therefore conclude that general ability grouping, even if perfectly done, would still not reduce the variability within classes by more than 20 percent. In making this statement we must not confuse general ability grouping with grouping for instructional purposes in specific subject matter areas. If children are divided into groups to work in specific learning areas it would appear that provision for individual differences is greatly enhanced. This outcome cannot be hoped for to the same degree in general ability grouping.

Following studies like Hull's we find recent authorities coming to such conclusions as: "We have seen that the homogeneity of groups sufficient for uniform standards, materials and procedures probably is unattainable. Certainly such groups cannot be achieved through general ability grouping, judicious policies of promotion, or effective teaching. What then should be done? Simply this. Accept the wide range of ability found in all classes as inevitable, accept it as something good, highly desirable, and necessary in the scheme of things. Then set about to find effective ways of meeting the individual needs of children in heterogeneous groups."

Obviously the study of individual differences has some very challenging things to say to any program for gifted children. So far as the gifted are concerned the rule is not "compensation", but it is certainly not "correlation" with a 1.0 coefficient. Special abilities among the gifted may more nearly approach homogeneity than do the special abilities of the general population. However, individual differences even among the gifted exist to a sufficiently marked extent to make general ability grouping alone a dubious solution to the problem of the gifted. A school program which fails to take into account the real nature of individual differences is flying in the very face of research data.

1961 AGM Reports

On the following pages of this issue we have reproduced the reports made to the forty-fourth Annual General Meeting by the president and the executive secretary, and the financial reports of the Association for the 1960 calendar year.

Councillors to the 1961 Annual General Meeting will consider approximately 40 resolutions. Of major importance are several dealing with the proposed education finance plan. Councillors will also consider the proposal that the Association establish a professional relations commission to deal with disputes affecting members in the practice of their profession. Another resolution contains a proposal that a member of the Association who, after three years' employment as a teacher, has been unable to secure a permanent certificate because of question of professional competence be encouraged to seek professional advice and that, in the event of failure, for the same reason, to secure the permanent certificate within a further three-year period, the Association request cancellation of any existing interim certificate. Also up for discussion will be the proposal for an internship program using the 1962 and 1963 freshman classes of the Faculty of Education, Edmonton.

The resolutions to be considered by the councillors were printed in the March issue of the magazine; the May issue will contain those which are approved by the meeting.

1—Beck, R. H., Cook, W.W., and Kearney, N. C., *Curriculum in the Modern Elementary School*, Prentice-Hall, Inc., New York, 1953, p. 46.

Annual Report of the President

It has been both a privilege and an honor to have served as president of The Alberta Teachers' Association during the past year. I do not propose to take very much time of what will be an important legislative session for this, our professional organization. But tradition requires that your president present to the Annual General Meeting what he considers to be the highlights of his term of office including some thoughts of the future. I am spared the responsibility of reporting on the detail of Association activity during 1960 because that is the substance of the executive secretary's report to the Annual General Meeting.

At the outset, I wish to express my appreciation to members of the Executive Council who have worked with me so assiduously in your behalf, and also to express my gratitude to the staff officers for their faithful service to the Association. Their assistance to me as your president has been invaluable.

We have had a busy year. Resolutions passed at the 1960 Annual General Meeting presented us with the tasks of planning and commencing a new headquarters building for the Association, carrying to the government our offer to supplement pensions of some of our retired teachers along with the request that the government assist in this worthy venture, and proceeding with the inauguration of specialist councils.

Planning for the new Barnett House has advanced to the stage that tenders have been called. The Barnett House Committee, with approval of Executive Council, first secured the site for the new building and, following painstaking research and planning with our architects, presented detailed drawings which, with minor alterations, were approved by the

Executive Council. I feel certain that the new Barnett House will serve adequately the needs of this Association for some time to come. I hope that the Executive Council will be able to present to you in the spring of 1962 a headquarters building of which all Alberta teachers can be proud.

Our pension scheme has been improved appreciably during the past year. Negotiations with the Minister of Education and the Government of the Province of Alberta have resulted in achieving many of the pension goals which we have sought over the years. These improvements will be dealt with in detail in the report of the ATA Pension Committee, but I wish at this time to commend the Minister of Education for his sympathetic and earnest consideration of our requests for changes in *The Teachers' Retirement Fund Act* and by-laws.

Specialist councils are now officially launched and are already demanding a great deal of time and effort. It seems safe to predict that they will take more and more of our budget and our time if they are to become as important and influential in our professional development as we hope they will be. It is my firm belief that the eventual and continued success of specialist councils will rest upon the efforts of the individual members notwithstanding the support of the parent Association.

At this Annual General Meeting you will be asked to consider, among other things, two matters of great importance to our professional growth. The first of these will be the establishment of a Professional Relations Commission to deal with problems which may arise among teachers in the practice of their profession. Such problems are additional to and

often distinctly different from those which have to do with teachers and school boards, and teachers and the public. The Professional Relations Commission, if approved by this Annual General Meeting, will touch upon the critical matter of teacher competency, and will establish a procedure by means of which competency can be judged. I urge your very careful attention to the debate related to this matter. The second proposal has to do with student-teacher orientation and internship. Studies indicate that the trend in all professional preparation is to increase the general and theoretical background of candidates even at the expense of immediately useful skills. This demands that the profession take part in the induction of new entrants. The report of the Cameron Commission supports this point of view in recommending that the professional education of teachers include practical experience under the guidance of competent teachers. The Executive Council is proposing an internship program which will meet this need.

A continuing and ever-present problem in an organization as large and widespread as ours is that of keeping lines of communication open. I am convinced that the solidarity we have and hope to maintain is dependent on the success with which the executive level can keep the membership informed and the membership can make known its concerns to Executive Council. To this end, considerable time and effort has been devoted to improving communications with local associations and the membership during the past year. Though time-consuming and expensive, efforts to keep our members informed will in the long run be rewarded by the development of a strong, closely-knit organization. During 1960, we have stepped up the programs of regional conferences, area briefing schools, and economic consultant training, and we have recently introduced a professional consultant service. Reorganization of the ATA Banff Conference will, I am sure, give delegates a more sustained and thorough look at the professional

problems with which our Association is wrestling. Traditional methods of communication such as *The ATA Magazine*, newsletters, economic bulletins, public relations bulletins, and other printed materials will continue to fill a useful place in any communication program, but I am certain that the very best method is the face-to-face exchange which can only occur through expansion and improvement of our meetings, conferences, and conventions.

Any increase in field work contemplated by our organization demands that we consider increasing head office staff. Myron Lieberman in his widely-acclaimed book, *The Future of Public Education*, states that a professional organization such as ours needs one executive officer for every 2,000 members. Our Association is now 12,000 strong, and we are engaging our sixth staff officer this spring. It is interesting to note that Lieberman's comments were made with respect to American teacher organizations, which give far less service per teacher to the membership than does ours. And we must continue to keep in mind that either added services or expansion of existing services or both will most certainly require consideration of further additions to staff.

A significant improvement in professional standards has been made by



A. D. G. YATES

the government in raising the requirements for entrance into the Faculty of Education. The Association commends the Minister for his support in this move. The high standards approach, coupled with the rising economic status of teachers, is already having an effect on enrolment in the Faculty of Education. Of particular interest to the Association have been the increased enrolment in the degree program and the corresponding decrease in the one-year program. One year of training as the route to the classroom is now becoming obsolete. Moreover, with the trend towards limitation of maximum salary level either by date of certification, by date of engagement, or by requiring additional training to establish entitlement to experience increments, it seems clear that teachers with undergraduate standing should make every effort to continue their professional preparation through summer school and intramural work. Those who do will improve their professional preparation and avoid the severe economic squeeze now closing in on them.

As I look back over my years on the Executive Council of this Association, I can recall the sincere effort put into establishing friendly relationships and a spirit of cooperation between The Alberta Teachers' Association and the Alberta School Trustees' Association. I have not the slightest doubt that the efforts of the past, the present, and the

future will in time create the mature relationship which can abide conflict of interest without detracting from the sort of trustee-teacher relationships which can help to solve the problems which face education in this province. The greatest danger to good relationships continues to be irresponsible action born of malice. The greatest hope is that thoughtful, mature leadership of both organizations will reduce the incidence of irritation and annoyance and increase the occasions on which the vigor and enthusiasm of our two associations may be joined for the ultimate good of Alberta education.

It is a pleasure to report that our liaison with the western teacher organizations has been not only maintained but improved during 1960, and that our relationships with the Canadian Teachers' Federation—a matter of concern for all Alberta teachers—have improved. Our professional development program has attracted the interest and enjoyed the appreciation of officials of the Department of Education. The Faculty of Education under Dean H. T. Coutts continues to cooperate with us in every way possible and continues to merit the support of all Alberta teachers.

My term of office as president of The Alberta Teachers' Association has been for me one of the most rewarding professional experiences of my teaching career.

Annual Report of the Executive Secretary

The executive secretary's report is divided into six sections: Administration, Economic Welfare, Field Service, Education Liaison Within the Province, Education Liaison Beyond the Province, and Professional Development.

Administration

I. Membership

The following table shows the number of teachers registered as members of the Association on November 30, of 1950, of 1959 and of 1960.

Membership total for 1960, 13,806 . . . Local associations total 69 . . . Executive Council meetings, 17½ days . . . Special issue of magazine devoted to condensation of Cameron Commission printed in 18,000 copies . . . Grievance cases investigated, 63 . . . CTF membership reaches 103,000 . . . Inaugural conferences of specialist councils set for Easter week . . . Research activities expanding



S. C. T. CLARKE

	1950	1959	1960
Life Members	198	439	397
Faculty of Education			
Calgary	207	442	273
Edmonton	542	870	878
Optional Members	71	97	121
Employed by			
school boards	6,088	11,255	12,137
TOTAL	7,106	13,103	13,806

It is of interest to note that the number of teachers employed by school boards has doubled in the decade 1950 to 1960.

2. Organization

The Alberta Teachers' Association has 69 regular local associations plus one at each of the Faculties of Education in Calgary and Edmonton. A good many of our locals are also subdivided into sub-local associations, the total of which we estimate to be 155. Several locals have active standing or special committees working on projects in the field of professional development.

The Association published the 1960 issue of *The ATA Handbook* and *The ATA Policy Handbook* for the information and use of local associations. *The ATA Handbook*, revised and up-to-date, contains sections of *The School Act*, *The Teachers' Retirement Fund Act*, and other information of value to members.

It is sold at \$1.25 per copy. *The ATA Policy Handbook* contains all policy resolutions passed by Annual General Meetings. It is distributed to locals and councillors.

The annual elections were held during Easter Week, 1960. The president, vice-president, and five district representatives were elected. A by-election was held during November made necessary by the death of N. P. Bragg, Calgary District representative.

3. Executive Council Meetings

The Executive Council, during 1960, met on the following days: January 15 and 16; February 12 and 13; March 25 and 26; April 16; May 13 and 14; June 24 and 25; August 18 (afternoon); September 16 and 17; October 28 and 29; and December 9 and 10; a total of 17½ days, excluding several evening sessions.

Members of the Executive Council, particularly the elected officers, are being required to spend more and more time away from the classroom on Association business. This matter has become of such concern that a resolution is being presented to this Annual General Meeting to provide a full-time teacher who will be available when the president is required to be absent from his classroom. Such additional time is necessary because of the increase in conferences, conventions, and Association meetings

which your representatives are expected to attend. In addition, district representatives are finding more calls on their services within their own areas.

4. General Meetings

The forty-third Annual General Meeting was held in the Hotel Palliser, Calgary, April 18, 19, and 20. Material for the Annual General Meeting is published in the *AGM Handbook* which is given to all councillors. Resolutions for consideration of the Annual General Meeting were published in the March issue and resolutions approved by the Annual General Meeting were published in the May issue of *The ATA Magazine*. Two hundred and seventy councillors and Executive Council members attended the sessions. The banquet was held on Tuesday evening, April 19. Dr. G. L. Mowat was the guest speaker.

5. Electoral Ballots

The results of three electoral ballots were presented to the 1960 Annual General Meeting. The amendments to the by-laws were approved by the required two-thirds majority.

Eight electoral ballots were submitted to local associations during the fall of 1960. Each received the necessary majority of electoral votes and will be considered at this Annual General Meeting.

6. Disposition of Resolutions

An account of the disposition of resolutions approved by the 1960 Annual General Meeting was printed in the January, 1961 issue of *The ATA Magazine*.

The president, vice-president, past president, executive secretary, and assistant executive secretary met with the provincial cabinet in December, 1960 to discuss resolutions. Our delegation was very cordially received by Premier Manning and his colleagues, and time was given to talk over educational problems arising out of recommendations of the Cameron Commission as well as our resolutions.

On the same day the Association's delegation met with the Minister of Edu-

cation when resolutions directed to his Department were discussed.

Resolutions were also referred to the Faculty of Education, the Canadian Teachers' Federation, and the ASTA-ATA Joint Committee.

7. The ATA Magazine

The 1960 publication year was the most significant in the history of the magazine. Eleven issues were published, including the special issue which was devoted to the condensation of the report of the Royal Commission on Education in Alberta. Because of the extraordinary importance of the report to Alberta teachers, it was decided to place a copy of the condensation in the hands of each member of the Association for the purpose of providing a permanent reference. The text of the condensation was the work of the executive secretary. A total of 18,000 copies was published in order to provide for special requests from the Alberta School Trustees' Association, The Alberta Federation of Home and School Associations, Incorporated, and other interested organizations and individuals. Copies of the condensation have been distributed widely throughout Canada and the United States.

The current circulation of each issue is about 15,500, distributed to members, students in the Faculty of Education, MLA's and Alberta MP's, all school superintendents and inspection staff, secretary-treasurers of school boards, many school trustees, daily and weekly newspapers, libraries, teacher organizations in Canada and the United States, and others.

Production costs are much higher this year than in the past. Factors which account for the increased cost include the publication of the special issue, larger circulation, larger individual issues, the introduction of the four-color cover series, increased use of photographs, and increased printing costs. The substantially increased cost has been offset in part by increased revenues from appropriation of fees, advertising, and an additional appropriation for the special issue.

The magazine continues to carry a considerable volume of official notices and reports required by by-law, policy, and tradition. A readership survey conducted last year shows that, on the whole, teachers were satisfied with their magazine. Of the 73 percent who returned questionnaires, nearly 40 percent rated the magazine as "very good" and 52 percent rated it as "good". Most often read feature was the column "Our Readers Write", followed closely by the "Official Bulletin" and "Editorial". Articles on professional methods were the most popular, and among special features, the September issue's section on fall conventions was rated highest. Teachers indicated that the most important function of the magazine is "to improve the professional standards and competence of teachers". An interesting trend to note is that the ratio of Alberta authors to others in the last magazine year was seven to four.

8. New Barnett House

Progress on our new headquarters building is satisfactory. We were successful in securing 1.2 acres of land on the west side of 142 Street just south of 111 Avenue. Soil surveys have been carried out which indicate that no soil problem is present. The architect proposes to have the detailed specifications ready for the March, 1961 meeting of the Executive Council, and it is hoped that the contract can be let soon thereafter. It is expected that the new building should be ready for occupancy sometime in the spring of 1962.

The plans call for a building containing 21,160 square feet, which the architect estimates as costing \$391,000. The building consists of three major areas—office, service, and assembly. The office

section will contain three floors; the bottom semi-basement floor serving as the printing room, staff rooms, library, and storage areas. The main floor will serve for the main ATA offices, while the upper floor will be rented for the time being, to serve as expansion space when needed. At the moment, the TRF offices are located on this floor, as is the credit union. The Alberta Federation of Home and School Associations, Incorporated is considering renting from us, as is the Edmonton Public School Local.

The service area joins the office to the assembly area, and consists of the necessary lobby, washrooms, janitor areas, furnace, and electrical rooms to serve the building.

The assembly area consists of an auditorium big enough to seat 250 people, and a board room for Executive Council meetings. A kitchen designed to serve both areas is also located in this section.

The exterior of the building will be fully modern in appearance. The reinforced concrete pilasters will be painted white, and dark green Canadian marble will be used on the alcove strips between the windows on the office section. The east end of the office block will feature an anodized aluminum screen to break the effect of solar heat on the building during the summer. The service section joining the two main blocks will feature a good deal of glass. The board room will have a vaulted ceiling and roof of precast concrete, and use Alberta brick as a wall finish. An adequate parking area will be provided at the rear of the building.

It is our hope that the building will be a source of pride to all Alberta teachers, and will serve as a suitable symbol of the dignity and importance of the teaching profession in Alberta.

Economic Welfare

9. Salaries and Personnel Benefits

The average salary for Alberta's 11,789 teachers during the 1959-60 school year was \$4,785.94. This is an increase

of 7.7 percent over the previous 1958-59 average of \$4,445.82. Table 1, which shows an analysis of salary statistics for Alberta teachers provided through the

Table 1. Distribution of Alberta Teachers by Salary Groups, 1959-60

<i>Salary Range</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Percent</i>
\$ 1,501 - \$ 3,000	142	937	1,079	9.1
3,001 - 3,500	231	1,285	1,516	12.9
3,501 - 4,000	198	1,199	1,397	11.9
4,001 - 4,500	339	2,334	2,673	22.7
4,501 - 5,000	321	1,028	1,349	11.4
5,001 - 6,000	520	873	1,393	11.8
6,001 - 7,000	597	424	1,021	8.7
7,001 - 8,000	598	244	842	7.1
8,001 - 9,000	305	47	352	3.0
9,001 - 10,000	115	7	122	1.0
10,001 - 11,000	32	1	33	.3
Over 11,000	12	---	12	.1
	<u>3,410</u>	<u>8,379</u>	<u>11,789</u>	<u>100.0</u>

Table 2. Comparison of Division and County Salary Scales, 1959-60 and 1960-61

	<i>Years of Teacher Education</i>					
	<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four</i>	<i>Five</i>	<i>Six</i>
<i>Minimum</i>						
1959-60	\$2,800	\$3,300	\$3,800	\$4,300	\$4,600	\$5,000
1960-61	3,000	3,500	4,000	4,700	5,000	5,300
<i>Maximum</i>						
1959-60	4,200	4,900	5,700	6,800	7,300	7,500
1960-61	4,500	5,300	6,100	7,300	7,700	8,000

courtesy of the Minister of Education, reveals that over half of Alberta teachers received less than \$4,500 during the 1959-60 school year. Only 45 Alberta teachers, or .4 percent of the teaching force, including board-appointed superintendents, assistant superintendents, supervisors, and principals, received salaries in excess of \$10,000.

During the school year 1959-60, mean salaries in the four western provinces were as follows—

British Columbia	—\$5,286
Alberta	— 4,700
Manitoba	— 4,415
Saskatchewan	— 4,410

In 1959-60, there were 196 employing school authorities in the province, made up of 46 school divisions, 12 counties, 18 cities, 44 towns, 57 rural districts, 9 villages, and 10 consolidated districts.

During negotiations with boards and school committees over the year, a total of 38 disputes was referred by the teachers to the Association. Of this number, 11 remain in dispute. Two were settled by conciliation boards, eight by conciliation commissioners, and seventeen by representatives of the bargaining agent. (Not included in this total is the Leduc dispute which involved the terms of a 1959-60 agreement.)

It is difficult to determine the precise degree of improvement in teachers' salaries from year to year. Any comparisons sought are of problematical validity because of the continuous change in the qualifications and experience of the teaching force. Table 2 shows a comparison of typical salary scales in divisions and counties for the school years 1959-60 and 1960-61.

Salary scales in school districts vary

considerably because they cover units ranging from the large cities to the smallest independent rural district. There is evident a continuing trend towards a lessening of the gap between the best and the poorest salary scales in the province.

Increments for experience vary considerably, with the most common pattern appearing to be \$200 per year for undergraduate teachers and \$300 per year for teachers with graduate standing. Some few schedules show a number of \$350 increments and one or two provide some \$400 increments. An increasing number of schedules show a trend towards providing from eight to twelve increments between minimum and maximum.

Schedules continue to show increases in the allowances for qualifications with the differential between the third and fourth years of teacher education showing the greatest change.

Alberta salary scales, in general, provide full allowance for previous teaching experience. City schedules, which have traditionally provided limited credit for previous teaching experience and in some cases not even full credit for experience on staff, have improved these placement provisions.

A development of considerable significance to undergraduate teachers with one year of teacher education is a trend towards limitation of the maximum salary for that category. Some agreements impose such sanctions depending on the date of engagement, although Association policy favors relating these to date of certification.

A survey of the 1960-61 agreements received by head office shows that most agreements provide pro rata allowance for teacher education, with only seven of those reported restricting such allowance to complete years. Personnel benefits such as cumulative sick leave and sabbatical leave are features of many agreements and there appears to be an increase in provision for medical and group life insurance plans.

Marginal improvement has been noted in administration allowances, a matter

which continues to be of considerable concern considering the nature and extent of the supervisory and administrative processes expected of teachers serving in such fields.

A number of local groups have reported extensive discussions with their boards on the subject of adequate provision of time for professional preparation, investigation and research. This problem will continue to invite the attention of teachers as they become more and more interested in curriculum, accreditation and professional development.

Major features of Association activity in the field of economic welfare include field work with bargaining units, local associations, area briefing schools, area negotiation conferences, and regional conferences. Such work is principally consultative in nature, although the function of representing the bargaining agent continues to impose heavy demands on the time available for field work. Another important part of the economic welfare activity is the preparation and publication of economic bulletins, the *ATA Economic Handbook*, collective bargaining reports, briefs, and memoranda.

The Association continues to sponsor the Economic Seminar operated in conjunction with the Banff Conference. Consultants who have attended such seminars are available on assignment for consultations with bargaining units and local associations.

10. Liaison

The Association continues to maintain contacts with other teacher organizations concerning the economic welfare of teachers. Alberta was host in the fall of 1960 to the Western Salary Conference. Delegates from Manitoba, Saskatchewan and British Columbia met with the Alberta delegation for a three-day period, to discuss trends in the economic status of teachers, legislation, and new developments. Mr. Seymour was a guest consultant on economic welfare at the Saskatchewan Teachers' Federation Leadership Conference held at Loon Lake in August.

Mr. McFetridge was a guest consultant at the annual workshop of the Nova Scotia Teachers' Union held in Halifax during the last week in August. In October, Mr. Seymour was a guest consultant at the fall institute of teachers of the Dupage Valley Division (Illinois Education Association), a suburban area outside Chicago. An extensive and regular interchange of information relative to developments in all matters affecting the living and working conditions of teachers in Canada is maintained in order to keep informed in this aspect of Association affairs.

11. Pensions Grievance Committee

The number of grievances referred to this committee dropped sharply after the backlog had been handled in the first year of operation. The committee consisting of H. C. McCall (chairman), Lars Olson, and M. W. McDonnell met on September 10, 1960 to consider nine cases. Two of these involved "disproportionate increases" and were taken to the Board of Administrators, Teachers' Retirement Fund for reconsideration. Both grievants had adjustments made in their pensions. Four of the cases were solved by the recent amendments to the pension by-laws, and no further action was needed. Two of the cases were considered as having no grievance, and the committee could do nothing with them. At the time of writing, two grievances are lodged with the committee.

12. Pensions

The 1960 session of the legislature approved several amendments to *The Teachers' Retirement Fund Act*. The most significant of these was probably the introduction of the maximum number of years (35) for which any teacher will contribute to the pension fund. While this amendment will not affect any teacher until 1974, it does assure all teachers that a limit is placed on the number of contributions required, and that, while contributions will be deducted by the school boards each year thereafter, such will be refunded annually. A

second important amendment makes it possible for teachers who transfer to the academic staff of the University of Alberta to remain under our pension plan. Other minor amendments were also made.

A special act, *The Teachers' Retirement Supplementary Fund Act*, was also passed by the 1960 session of the legislature. This Act provides an annuity for those who begin teaching at an age when they cannot qualify for a pension under *The Teachers' Retirement Fund Act*. A minimum of five years' contributory service is required and only that service up to the sixty-fifth birthday may be counted. The annuity provided will be that which is purchasable with the teacher's contributions plus an equal amount contributed by the Government of the Province of Alberta. Alternate pension schemes are available or a lump sum settlement may be selected.

Last year it was reported that changes were contemplated in *By-law No. 1 of 1948*. This by-law was completely revised as *The Pension By-law* and became effective, by order-in-council, July 1, 1960. Several major changes were made.

All pensionable service between ages 30 and 68 to a maximum of 35 years is now counted in calculating a pension irrespective of gaps in such service caused by a teacher's absence from the profession. In order to be eligible for a pension, a teacher must have 15 years pensionable service before the sixty-fifth birthday.

It is now possible for a teacher to reinstate pensionable service by repaying, with interest, money that was withdrawn. Coupled with this is a requirement that such a teacher must teach at least one year on returning to the profession. Veterans on active service during the last war, who taught prior to enlistment, may also make payments, with interest, covering years in the armed services.

Changes were made in the refund regulations, such that, on application, all contributions, with interest, less a charge of \$10 per year for each year of contributory service are refunded. This

charge is intended to cover the administrative costs along with the cost of insurance provided under the Act.

The above changes together with a few other minor ones have served to overcome most, if not all, of the criticisms formerly levelled at our pension plan.

At the time of writing this report some other changes are being considered and perhaps will be effective by the time of this annual meeting. These include: definition of salary, coverage for permanent secretaries of local associations, revision

in terms governing academic employees of the University of Alberta, and inclusion of the supplementary act in *The Teachers' Retirement Fund Act*.

The ATA Pension Committee held three meetings during the year, considered all proposed amendments to *The Teachers' Retirement Fund Act* and by-law, considered resolutions for presentation to the Annual General Meeting, and reviewed the special supplementary pension fund set up under resolution S33 of 1960.

Field Service

13. Grievances and Discipline Cases

During 1960 there were no applications for a Board of Reference. Other grievance cases varied from those which could be assisted by a telephone call or some advice, to cases which occupied two or three days of a staff officer's time. A record is kept of the more serious grievances. In 1960 there were 63 of these, roughly classified as follows: 10 transfers, 10 terminations of contract, 9 disputes among members, 5 dismissals in probationary year, 4 terminations of designation, 2 summary dismissals, 1 salary dispute, 22 miscellaneous cases.

The standing instructions to staff officers from Executive Council for dealing with grievances are that it is not the intention of the Association to protect incompetent teachers, nor to impose incompetent teachers on classrooms and school boards. It is not the business of staff officers to judge teacher competence, but rather to consider the evaluations of those who are charged with this responsibility. Staff officers are required to avoid prejudging and are instructed to make sure that fair, appropriate, and legal procedures are used throughout.

There is a marked increase in the number of disputes among members of the Association. The staff officer's function in such disputes is to investigate and offer suggestions and advice to each side about professional conduct. The 1961

Annual General Meeting will consider a Professional Relations Commission which will be charged with the responsibility of carrying on such cases when the staff officer's assistance has failed. The Professional Relations Commission, as a jury of peers, can determine who is in the right; which side, if any, the Association will support; whether discipline charges should be laid; and what further steps, if any, should be taken.

Members of the Discipline Committee are: Mrs. Inez Castleton, Ada Fraser, G. S. Lakie, J. A. McDonald and M. Skuba. W. Roy Eyres is secretary and investigating officer. During 1960 a most important case was heard by this committee. A teacher had been twice acquitted of criminal charges in the courts, based on what the layman would call technicalities. On the same incidents, the Association charged the teacher with unprofessional conduct. The Discipline Committee found him guilty and recommended that he be expelled from membership in the Association and that his certificate be cancelled. The Executive Council concurred in these recommendations. The teacher involved appealed, and, for the first time in history, the Teaching Profession Appeal Board was appointed.

A judge was selected to be chairman of this board which reviewed the evidence on which the Discipline Committee had

made its decision. The board upheld the Discipline Committee. One important result of this decision was that the board indicated that, on the basis of the facts of the situation, the Discipline Committee was justified in its findings. A second much more important fact was that the board in its action set a precedent which would indicate that the Discipline Committee was competent to act in such matters, even in the difficult situation where two criminal charges based on the same incidents have been dismissed.

This is indeed for our Discipline Committee a most heartening result. It strengthens the hand of the Association in its dealing with the conduct of members.

14. Services

During 1960, staff officers worked a total of 1,358 days, including a total of 146 Saturdays (and some Sundays). On the average, a staff officer worked 29 Sat-

urdays during the year and a total of 272 days. A rough breakdown of the distribution of this time and effort indicates that 578 days, or 116 per staff officer, were spent on meetings, conferences, grievances, and similar direct assistance to members, while 215 days, or an average of 43 per staff officer, were spent on external matters in meetings with respect to legislation, teacher education, and other liaison aspects of education.

Staff officers attended a total of 313 evening meetings, for an average of 64 evening meetings per staff officer; drove 57,595 miles on Association business for an average of 11,519; and flew 86,075 miles for an average of 17,215 miles per staff officer.

In addition to his duties as treasurer of the Association, W. Roy Eyres is secretary-treasurer of the credit union and secretary-treasurer of the Board of Administrators, Teachers' Retirement Fund.

Education Liaison Within the Province

15. Joint Committee

The Joint Committee of the trustee and teacher organizations met twice in 1960 to discuss common problems. Association representatives included the president, vice-president, past president, executive secretary, and assistant executive secretary. Matters discussed included the possibility of a standard salary format for collective agreements, and the possibility of salary based on the calendar year, both items raised by the trustees. Noon-hour supervision was discussed at each meeting and at Conference Committee meetings. Liability insurance was finally clarified to the satisfaction of both parties in that an amendment to the master insurance policy indicates that teachers are covered when they are engaged in noon-hour supervision of students on or about the school premises.

Other matters considered at meetings

of the Joint Committee included accreditation, problems attendant on teachers who become mentally ill, and the desire of some trustees to be invited to attend teachers' conventions.

Joint studies which have arisen from discussions include the teacher housing study (now completed), a school grants study (continuing), and proposals to study dates of resignation and internship.

16. Conference Committee

Members of the Joint Committee mentioned above, met with representatives of the Department of Education as a Conference Committee. The chief function of this committee is to discuss and consider proposed legislation. Any one of the three parties represented may propose legislative changes, and all analyze and criticize such proposals. In 1960,

proposals were made for changes in the following matters: clarification of who has the right to vote and procedures to be used at meetings for the establishment of a separate school district; procedures for defining a school when the matter is in dispute; proposed revision of Section 350 to deal with mentally ill teachers; and a section to provide for the appointment of educational personnel to positions between those of principals and superintendents, and provision for the termination of such appointments. While all of these matters and others were discussed as proposed legislation, it should be noted that there is no certainty that any one item will, in fact, go forward as legislation. In some instances, proposals are set aside for further study, and in others, they are dropped as being inadvisable or unwise.

17. School Grants

The Joint Committee favored an informal study of school grants which should follow up the Banff seminar on grants held in October, 1959. A committee consisting of Ed Parr, ASTA president; T. C. Weidenhamer, ASTA secretary; Dr. G. L. Mowat of the Division of Administration, Faculty of Education; and Dr. S. C. T. Clarke, ATA executive secretary, held six meetings during 1960. The basis of the discussion was the foundation program. This may be roughly characterized as a schedule of approved costs, a uniform mill rate for all taxation units, the tax yield per school unit from this uniform levy, and the difference between the first and third being the foundation program grant. Progress reports were submitted to the Joint Committee at each of its 1960 meetings.

18. Home and School

As in the past, the Association has maintained close liaison with The Alberta Federation of Home and School Associations, Incorporated during 1960. Our president, A. D. G. Yates, attended the home and school annual convention in June and E. J. Ingram again served as a

consultant at their annual workshop in October.

19. ASTA Convention

President A. D. G. Yates extended fraternal greetings on behalf of the Association and attended all sessions of the convention of the Alberta School Trustees' Association in 1960. Mr. Seymour took part in a panel discussion based on recommendations of the Cameron Commission relative to teacher certification and salary schedules. Dr. Eric J. Hanson, who has been retained by the ASTA to conduct a study involving salaries of teachers in Alberta, gave a progress report to the delegates. Reports presented to the convention indicate continuing interest in removal of teachers from *The Alberta Labour Act*, prohibition of strike action, establishment of positional differentials and merit pay allowance, and establishment of a province-wide schedule. Resolutions before the convention included some asking for changes in resignation dates, requesting compulsory noon-hour supervision by teachers, requiring that teachers' conventions be held on days other than school days, requesting an increase in the probationary period for teachers from one year to two years, and requesting reduction in the Easter week holiday period.

Hon. A. O. Aalborg, Dr. T. C. Byrne, Dr. J. W. Chalmers, and Dr. P. F. Bagen delivered feature addresses to general sessions of the convention.

20. Principals' Leadership Course

The Alberta Teachers' Association has co-sponsored the Leadership Course for School Principals for the past five years, along with the Department of Education, the Alberta School Trustees' Association, the Faculty of Education, and the Alberta School Inspectors' Association.

Each year, The Alberta Teachers' Association sends a representative to the course and provides a group dynamics consultant to act on the leadership team. In 1960, the Association's representative was Miss Eva Jagoe, and the group dynamics consultant was E. J. Ingram.

Education Liaison Beyond the Province

21. Western Conference of Teacher Organizations

Each year representatives of teacher organizations from the four western provinces meet for the purpose of exchange of ideas and for staff training. The 1960 meeting was held November 23 to 25 in Vancouver. In anticipation of the British Columbia royal commission report, Manitoba and Alberta reported on the impact their royal commissions had on education in their respective provinces.

The conference, in considering teacher education and certification, stressed the need for quality people and developed a target of two years for minimum certification in 1962. Each province reported extensively on the inservice education efforts of its organization. For example, Saskatchewan employed an expert in English to travel about the province holding one-week seminars, British Columbia sponsors non-credit summer session courses, while Manitoba has had a successful summer seminar on the development of a vocational education curriculum. The code of ethics of teachers' organizations was a topic of study and Alberta profited greatly from the fact that all three neighbor provinces had recently studied and proposed revisions in their codes.

All the delegates to the Western Conference felt that provincial boundaries in no way stop the flow of ideas, and that the intercommunication possible from such a conference is absolutely necessary, particularly with the increased teacher and pupil migration which is now occurring.

22. Western Canada Conference on Teacher Education

In 1960, this conference was held in Vancouver, May 26 to 28. Typically the presidents and secretaries of teachers' organizations attend, the registrars of the departments of education, the coordinators of teacher education, the dean

of the faculty of education or the principal of the teachers' colleges. The purpose of this conference is to facilitate more uniform certification in the western provinces and by the exchange of ideas on teacher education to develop sound procedures. It provides an opportunity for the teacher organization's viewpoint on teacher education to be put before representatives of other interested bodies.

The major theme of the 1960 conference was the recommendations on teacher education made by royal commissions. Papers and discussion dealt with recruitment, selection, entrance, retention, and certification of teachers.

The next conference will be held in Saskatoon.

23. Canadian Teachers' Federation

The Canadian Teachers' Federation held a Mathematics Seminar in April, 1960 at Ottawa. The Association sent two delegates: T. F. Rieger of Picture Butte, and Douglas H. Crawford of the Faculty of Education, Edmonton, and sponsored the attendance of Sidney A. Lindstedt, Faculty of Education, Calgary. Members will recognize the latter two individuals as authors of our monographs on mathematics. The CTF seminar dealt with trends in mathematics, qualifications of teachers, mathematics for the gifted, and plans for continuing exchange of information.

The CTF's annual conference was held in Winnipeg, August 11 to 15. Alberta delegates were A. D. G. Yates, J. A. McDonald, Miss E. W. Duff, and Mrs. Inez Castleton, with alternates Dr. S. C. T. Clarke and J. D. McFetridge. Mr. Yates was elected to the board of directors.

Membership in the CTF stood at 103,000 in 1960 and is rising by 7,000 annually. Fees are paid by affiliated teachers' organizations at the rate of \$1.25 per teacher per year. CTF annual income is approximately \$145,000. Chief

items of expenditure are: salaries, \$65,000; annual conference, \$15,000; and meetings (such as the Mathematics Seminar) \$7,000. The officers of the CTF are: Ian Boyd (British Columbia), past president; C. S. Gow (Manitoba), president; S. G. McCurdy (Newfoundland), first vice-president; Miss M. P. Maybury (Quebec), second vice-president; and Mrs. Inez K. Castleton (Alberta), third vice-president.

Highlight of the 1960 national conference was a revision of national policy, under three major headings: educational rights and services, educational administration and finance, and professional training and status.

24. Canadian Education Association

The Canadian Education Association annual conference was held in Toronto, September 20 to 22. It was preceded by a meeting of the Canadian School Trustees' Association, a meeting of ministers of education, and a meeting of deputy ministers of education. Additional delegates are administrators of large school systems, and the presidents and secretaries of teachers' organizations.

Claude Bissell, president of the University of Toronto, proposed in a speech that all teacher education be brought into the university, and within the university, into arts and science departments. Thus the history of education and methods in teaching history would be taught by the department of history, and so on.

A panel on a uniform Canadian curriculum showed that the pressures toward this were geographic mobility (33 percent of children who start school in a system do not finish there, and 20 percent of Canadians change their address each year), occupational mobility, and the needs of the armed services. Discussion indicated no great support for a uniform curriculum.

One of the most valuable features of this conference is the opportunity for informal discussions with superintendents and officials of departments of education from all over Canada.

25. Association for Supervision and Curriculum Development

The increased emphasis our Association is placing on curriculum and professional development makes it desirable to keep in close touch with the latest trends in these areas. Therefore, Dr. S. C. T. Clarke and E. J. Ingram attended the annual ASCD Conference, held in Washington, D.C., from March 6 to 10, 1960.

The theme of the conference was "Social and Cultural Influences on Education." During the conference, your delegates paid particular attention to the inservice needs of teachers, the responsibility of today's schools, creative leadership techniques, the activities of professional associations, and in general, the trends of education in the United States.

The 1961 ASCD conference will be attended by E. F. Bardock and Mr. Ingram. Mr. Ingram has been asked to serve on the committee established to evaluate the conference.

26. Curriculum Conferences

In March of 1960, Mr. Ingram was invited to attend a curriculum conference in Vancouver, sponsored by the British Columbia Teachers' Federation. During the conference, Mr. Ingram reported on curriculum trends and activities in Alberta and was able to learn about similar matters in British Columbia. Mr. Ingram also used this opportunity to gain first-hand knowledge of the operation of the BCTF specialist associations.

In November, 1960 Mr. Ingram also attended the Ontario Association of Curriculum Development Conference in Toronto. At this conference he had an opportunity to discuss the place of teacher research in curriculum development with teachers from all parts of Canada.

27. Canadian Education Association Press Conference

The Association promoted and sponsored the organization of the first national conference of editors of Canadian education journals. The conference was

held on the campus of the Banff School of Fine Arts in October, with representatives of ten educational journals from the Nova Scotia Teachers' Union on the east coast to the British Columbia Teachers' Federation on the west coast in attendance. Editors and other personnel of participating organizations studied with the help of professional publication consultants such matters as architecture of a

magazine, design, research, typography, newsletters, photography, and business problems. F. J. C. Seymour, editor of *The ATA Magazine*, organized the conference and was selected as chairman of a continuing committee to investigate the advisability of forming a Canadian Education Press Association and to plan for the next conference.

Professional Development

28. Specialist Councils

The 1960 Annual General Meeting passed a resolution authorizing the establishment of specialist councils. Applications for the formation of specialist councils have greatly exceeded our expectations. During 1960, applications for the establishment of ten councils have been received and approved by the Executive Council. These are: Business Education Council of The Alberta Teachers' Association, English Council of The Alberta Teachers' Association, Home Economics Council of The Alberta Teachers' Association, Industrial Arts Council of The Alberta Teachers' Association, Mathematics Council of The Alberta Teachers' Association, Modern Language Council of The Alberta Teachers' Association, Physical Education Council of The Alberta Teachers' Association, Science Council of The Alberta Teachers' Association, Council on School Administration of The Alberta Teachers' Association, and Social Studies Council of The Alberta Teachers' Association. The Alberta Guidance Association has become a specialist council and is now known as the Guidance Council of The Alberta Teachers' Association.

Provisional executives have been established for each council to carry out organizational plans and conduct the inaugural conferences.

The inaugural conferences for most of these councils are scheduled for Easter week of 1961. The costs of organizing these councils is borne by The Alberta Teachers' Association. After a council is organized, it receives assistance from the

Association consisting of an annual grant of \$100, one approved guest speaker or consultant for its annual conference or summer workshop, and the printing and distribution, within reason, of a newsletter or bulletin. Additional assistance may be provided at the discretion of the Executive Council.

Specialist councils have as their major objective the improvement of instructional practices. It is not intended that they should develop into pressure groups to enhance their own specialty by representations to the Department of Education or to any other group. The constitution of specialist councils specifically requires that any such representations must be made through the regular channels of the Association.

The success or failure of specialist councils will depend, in the final analysis, on the degree of active support they receive from individual teachers.

29. Professional Development Consultants

During the summer of 1960, seven outstanding Alberta teachers and principals were brought to the ATA Banff Conference where they received instruction in the processes of assisting locals and sublocals to organize and conduct educational programs. Each of these professional development consultants has been assigned to assist one local association. Over 20 locals applied for assistance, but we could only assist seven.

During 1961, these seven consultants will receive their second training session, and an additional seven consult-

ants will be brought to Banff for their initial session.

It is expected that we will be able to provide professional development assistance to 14 or 15 locals during the 1961-62 term.

30. Professional Induction Ceremonies

During 1960, the Association initiated a professional induction ceremony for new members of the teaching profession. The purpose of the induction ceremony is to officially welcome our new members, and to impress upon them the responsibilities and privileges of membership in the teaching profession.

Each of our local associations was requested to hold an induction ceremony for new members. Over 35 locals responded to this request, and from the reports received, it would appear that the ceremonies were very successful.

It is hoped that within the next year or two the induction ceremony will be a major event of our local associations.

31. Library

During 1960, the ATA library has been reorganized completely. Many old books have been discarded and many new books have been purchased. A new library catalogue has been published and distributed to all multi-room schools in Alberta. This catalogue is available to all members, upon request. Books from the library are available, on loan, to any member of the Association. Postage is paid both ways.

32. Scholarships and Loans

The following Association scholarships were awarded for 1960 on the basis of policy resolution 16.01: The Alberta Teachers' Association Fellowship in Education, Erwin Miklos; Clarence Sansom Memorial Gold Medal and Clarence Sansom Scholarship in Education, Walter Riedel; John Walker Barnett Scholarship in Education, Robert David Armstrong; Milton Ezra LaZerte Scholarship in Education, Cecil Henry Sangster; Thomas Edwin Adelbert Stanley Scholarship in Education, Miss Maureen Chris-

Specialist councils, the introduction of professional development consultants, and induction ceremonies highlighted the 1960-61 professional development program. During 1960, four monographs on problems in education and research were published.

tian; William Aberhart Scholarship in Education, Miss Heidi Kass; Allan James Watson Scholarship in Education, Miss Kathleen Kennedy; Harry Dean Ainlay Scholarship in Education, Miss Audrey McBrien; Mary Roberta Crawford Scholarship in Education, Glen Norman Carmichael. The remaining three scholarships were not awarded.

Three scholarships are offered to students taking post-graduate work in education during a regular winter session at any university recognized by the University of Alberta. Four scholarships are offered to students in the Faculty of Education, University of Alberta, who are proceeding from their third to the fourth year.

Four scholarships are offered to teachers with permanent certificates who have completed three years of the bachelor of education program and are proceeding to the fourth year of the program by intramural study.

The Alberta Teachers' Association Fellowship in Education of \$2,400 is offered to residents of Alberta, who are members of the Association, and who are admitted to the School of Graduate Studies of the University of Alberta for intramural study at a regular winter session on a doctoral program in education.

The Alberta Teachers' Association Professional Assistance Program provides interest-free loans to a maximum of \$800 to Alberta teachers holding permanent certification and a satisfactory university record who wish to further their professional education during a regular winter session at any university recognized by the Faculty of Education, University of Alberta. During 1960, \$3,550 was loaned from this fund in comparison with \$3,500 loaned in 1959.

33. Research

The Alberta Teachers' Association continues to participate in the work of the Alberta Advisory Committee on Educational Research. This body is composed of representatives of the Faculty of Education, the Department of Education, The Alberta Federation of Home and School Associations, Incorporated, the Alberta School Trustees' Association, and The Alberta Teachers' Association. The ATA makes an annual grant of \$1,500 to this body. In addition, locals contributed \$851 in 1960, as compared with \$1,094 in 1959 and \$1,100 in 1958. It has been urged by the Association that the government should make substantial grants to this body in order to implement the recommendations of the Alberta Royal Commission on Education about research.

In 1960, for the first time, the Association employed a summer research assistant, Miss Kathleen I. Kennedy. Her services made possible the completion of three studies: Teacher Housing, *The ATA Magazine* Readership Survey, and Teacher Aides. It is planned to continue this procedure, and studies on accreditation, evaluation of teacher education, and dates of resignation are proposed for 1961.

Action research, or the study of educational problems facing individuals or groups in their teaching, is a growing aspect of educational research in Alberta. The professional development consultants mentioned elsewhere in this report assist locals and sublocals in this work.

34. Conventions

Sixteen teachers' conventions were held during the last year. Fourteen were held in October and November with the two city conventions being held in February. Convention themes dealt with professional topics designed to improve teaching methods in order to properly implement the curriculum. Improvement of our conventions, so that they may be of the greatest service to our membership, is sought by the Association.

A meeting of convention secretaries

will be held to discuss methods of making improvements and also to consider constitutions for convention committees.

The Association guest speakers at the conventions were: Dr. J. D. Ayres, Dr. P. F. Barga, Victor H. Kelley, Dr. John Macdonald, Dr. J. D. McAulay, Dr. M. G. Merkley, Dr. L. E. Vredevoe, Robert Warren, and Dr. W. H. Worth. The Department of Education and the Faculty of Education were represented at each convention, and the Association was represented by one or more district representatives or elected officers and a staff officer.

35. Banff Conference

The twelfth ATA Banff Conference was held in the Banff School of Fine Arts, Banff, August 14 to 20. Fifty-five delegates representing 50 locals attended. In addition, eight Executive Council members and seven guests attended the conference.

The consultants were: Alberta Teachers' Association Policy and Administration: R. F. Staples, ATA past president, Westlock, and H. C. Melsness, associate professor, Faculty of Education, University of Alberta, Edmonton; Curriculum Development: Dr. H. T. Coutts, dean, Faculty of Education, University of Alberta, Edmonton, Dr. Fred Barnes, professor of education, College of Education, University of Illinois, Urbana, Illinois, Dr. W. H. Worth, associate professor of education, Faculty of Education, University of Alberta, Edmonton, and E. J. Ingram, ATA executive assistant, Edmonton; Educational Publicity and Public Relations, Dr. Stewart Harral; director of public relations studies, University of Oklahoma, Norman, Oklahoma, and Richard L. Hildwein, assistant professor, College of Journalism and Communications, University of Illinois, Urbana, Illinois.

The following representatives from other organizations were in attendance: Ed Borth, Alberta School Secretaries' Association; Mrs. R. A. Brown, The Alberta Federation of Home and School

Associations, Incorporated; V. O. L. Lalonde, Saskatchewan Teachers' Federation; H. A. Pike, Alberta School Inspectors' Association; W. O. Turner, Alberta School Trustees' Association; Dr. B. E. Walker, Faculty of Education; and M. L. Watts, Department of Education.

A panel discussion on accreditation of schools, an address by Dr. Stewart Harral, the Wednesday afternoon excursion, and the square dance rounded out the week.

This was the first year of the revised program offered at the conference. Three courses were offered as indicated above. The locals of the province were divided into three groups and permitted to send a delegate to attend only one course. This division was based on the fact that the locals would be cycled so that at the end of three years each would have had a representative attend each course. The length of each course was extended to four days' duration which provided essential time to allow for complete coverage of topics. Post-conference questionnaires indicated that the vast majority of delegates favor continuing on this basis. Consequently, the 1961 Banff Conference, August 20 to 26, will be patterned along the same lines.

36. Monograph Series

During 1960, The Alberta Teachers' Association published three monographs in the Problems in Education series and two monographs in the Research series.

The three monographs in the Problems in Education series are: *Modern Mathematics and the High School* by D. H. Crawford; *Mathematical Meanings in Elementary Arithmetic* by S. A. Lindstedt; and a monograph on accreditation prepared by our Accreditation Committee. The research monographs are entitled *Teacher Aides* and *Teacher Housing*. These monographs are available to Alberta teachers upon request.

37. Curriculum

The Alberta Teachers' Association has expanded its activities in curriculum development during 1960. Many action research projects have been conducted

by local associations, sublocals, and school staffs. In addition to local activities, the Association is represented on several departmental curriculum committees. These include: General Curriculum Committee, Elementary Curriculum Committee, Junior High School Curriculum Committee, High School Curriculum Committee, High School Entrance Examinations Board, High School and University Matriculation Examinations Board, Joint Committee to Coordinate University and High School Curricula, Audio-Visual Aids Committee, Radio Committee, and Board of Teacher Education and Certification.

The Alberta Teachers' Association Curriculum Committee consists of the Association's representatives on the various departmental committees. The work of this committee consists of investigation of all resolutions submitted to it by each Annual General Meeting, and reporting on these to the following Annual General Meeting. It also reviews current curriculum resolutions prior to their presentation to an Annual General Meeting.

The Curriculum Committee can also recommend curriculum studies and curriculum resolutions to the Executive Council. During 1960, the Curriculum Committee made an exhaustive study of the curriculum sections of the Cameron Commission report. This study resulted in a number of resolutions which were adopted by the 1960 AGM. The curriculum Committee and a number of our local associations are still engaged in study of various sections of the Cameron report.

Following the adoption of certain Cameron Commission recommendations by the 1960 AGM, a brief was presented to the Department of Education, the Cabinet, and the Faculty of Education dealing with the Association's views on teacher education, curriculum, accreditation, research, standards, statistics and examinations, and a central registry for teachers.

The Association has established an Accreditation Committee to investigate all aspects of accreditation. A monograph has been produced by this com-

mittee, and at the present time, the committee is surveying teacher attitudes toward accreditation. Each of our specialist councils has been requested to draw up evaluative criteria for accreditation in its specialty.

38. Public Relations

The public relations activities of the Association have been incorporated with our other professional development activities, because of our conviction that public relations depends, in the final analysis, upon the overall activities and actions of the Association.

Each year The Alberta Teachers' Association sponsors the official opening of Education Week. The 1960 ceremonies were held in Red Deer. Senator Donald Cameron was the keynote speaker. This year, the ceremonies were held in Medicine Hat.

The Association also sponsors an an-

nual dinner for teacher and ex-teacher MLA's.

The vocations information folder prepared by the Association in 1958 has received widespread distribution. During 1960, over 2,000 copies were given to high school students throughout Alberta. The *Career in Teaching* leaflet, first published in 1958, has been revised and is available to all interested persons upon request.

The public relations pilot project reported last year is now completed. The results should be available soon.

The public relations bulletin, published quarterly, contains information and suggestions for conducting public relations and education programs at the local level. This bulletin is mailed to principals of multi-room schools, secretaries of local associations, public relations chairmen of local associations, superintendents of schools, and various Department of Education and Faculty of Education officials.

Financial Reports

AUDITORS' REPORT

We have examined the balance sheet of The Alberta Teachers' Association as at December 31, 1960 and the statement of revenue and expenditure for the year ended on that date and have obtained all the information and explanations we have required. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances.

In our opinion and according to the best of our information and the explanations given to us and as shown by the books of the Association, the accompanying balance sheet and statement of revenue and expenditure are properly drawn up so as to exhibit a true and correct view of the state of the affairs of the Association as at December 31, 1960, and the results of its operations for the year ended on that date, in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

DELOITTE, PLENDER, HASKINS & SELLS
Auditors

Edmonton, February 13, 1961.

BALANCE SHEET

As at December 31, 1960

ASSETS

CURRENT ASSETS

Cash in bank	\$ 20,124.73	
Estimated fees receivable	25,434.25	
Cash advanced for executive expense	156.75	
Accounts receivable—less allowance for doubtful accounts	2,468.01	
Prepaid stationery, insurance, postage, etc.	3,300.26	\$ 51,486.00

INVESTMENTS—AT COST

Alberta Municipal Financing Corporation bonds	48,500.00	
Accrued interest	218.75	48,718.75

FIXED ASSETS—AT COST EXCEPT WHERE NOTED

Land and building—Barnett House	170,209.73	
Office equipment	40,150.52	
Library (nominal value)	1.00	
	210,361.25	
Less accumulated depreciation	59,942.86	
	150,418.39	
New building costs incurred to date	45,280.00	195,698.39

OTHER ASSETS—AT COST

Professional assistance loans	7,685.00	
Deposits	680.00	8,365.00

TRUST FUND ASSETS

Investments:		
Securities—at cost	558,487.39	
Accrued bond interest	5,378.62	
Second mortgages (three)	10,151.90	
Cash in bank	19,098.89	593,117.00
		<u>\$897,385.14</u>

LIABILITIES

CURRENT LIABILITIES

Accounts payable	\$ 3,212.37	
Due to Teachers' Retirement Fund	15,351.00	
Locals fees payable	13,371.30	
Deposits on salary handbooks	1,095.00	
Mortgage instalments due within one year	5,785.44	\$ 39,015.11

LONG-TERM LIABILITY

4½% mortgage to Teachers' Retirement Fund, payable \$600 per month including interest Less amount due within one year	29,822.54 5,785.44	23,837.10
---	-----------------------	-----------

TOTAL LIABILITIES

\$ 62,852.21

MEMBERS' EQUITIES

Unallocated surplus:		
Balance beginning of year	97,517.89	
Less transfer to special emergency fund	52,195.12	
	45,322.77	
Balance of net surplus for year	54,053.30	
Balance end of year	99,376.07	
Appropriation for construction of New Barnett House	46,000.00	
Appropriations 1947-52 for construction of original Barnett House	81,039.84	
Professional assistance reserve	15,000.00	
Trust fund reserves	593,117.00	834,532.93
		<u>\$897,385.14</u>

REVENUE AND EXPENDITURE STATEMENT

For Year Ended December 31, 1960

REVENUE

Fees—less transferred to The ATA Magazine	\$407,033.25	
Investment earnings	21,725.47	
Mimeographing charges	268.86	
Sale of handbook	1,665.75	\$430,693.33

EXPENDITURE

Annual General Meeting	15,180.79	
ATA Handbook	2,875.57	
Banff workshop—less receipts applied	6,736.63	
Board of Reference and grievance	964.02	
Canadian Teachers' Federation—Fees	14,868.75	
Cameron Commission	3,357.65	
Committees	8,006.33	
Conferences and conventions	4,455.14	
Executive meetings	9,722.76	
Fall conventions	4,601.38	
Fall convention secretaries' meeting	727.72	
Field services	9,668.99	
General executive expenses	1,918.63	
Improvement of instruction	4,364.56	
Legal retainer	4,800.00	
Library	3,054.90	
Office and administration	113,481.66	
Principals' Leadership Course	401.62	
Publicity and public relations	5,661.19	
Regional conferences	1,143.01	
Research	3,717.08	
Salary negotiations	25,895.43	
Scholarships	4,815.00	
Voters' List—printing	1,216.54	253,635.37

GENERAL SURPLUS	177,057.96
Less magazine deficit for year	9,004.66

NET SURPLUS FOR THE YEAR, BEING EXCESS OF REVENUE OVER EXPENDITURE	168,053.30
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NET SURPLUS APPLIED AS FOLLOWS:

To trust fund reserves—per by-laws	13,000.00
To trust fund reserves—investment earnings	20,000.00
To trust fund reserves—per Annual General Meeting	30,000.00
To professional assistance reserve	5,000.00
To appropriation for construction of new Barnett House	46,000.00
To unallocated surplus—balance	54,053.30

THE ATA MAGAZINE
REVENUE AND EXPENDITURE STATEMENT

For Year Ended December 31, 1960

REVENUE

Advertising	\$ 16,315.63	
Subscriptions	21,249.00	\$ 37,564.63

EXPENDITURE

Costs and commissions on advertising	2,564.42	
Editors' Conference	1,000.66	
Postage—magazine	1,571.15	
Printing of magazine—eleven issues	32,233.06	
Rent and janitor	1,200.00	
Salary and administration	8,000.00	46,569.29

DEFICIT FOR YEAR—Carried to Statement of Revenue and Expenditure	\$ 9,004.66
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SCHEDULE OF OFFICE AND ADMINISTRATIVE EXPENDITURE

For Year Ended December 31, 1960

Actuarial costs	\$ 2,140.00
Audit	1,135.00
Depreciation of office equipment	3,638.82
Employee benefits	631.27
General expense	3.63
Insurance	1,349.58
Interest and exchange	447.52
Office assistance	211.87
Office repairs and renewals	1,109.89
Postage	1,588.57
Printing, stationery and office supplies	3,391.92
Provision for doubtful accounts	155.25
Rent	7,706.62
Salaries	96,230.68
Telephone and telegraph	1,299.78
Unemployment insurance	441.16
	<u>121,481.66</u>
Less transfer to The ATA Magazine	<u>8,000.00</u>
TOTAL OFFICE AND ADMINISTRATIVE EXPENDITURE	<u><u>\$113,481.66</u></u>

SCHEDULE OF RENTAL COSTS, BARNETT HOUSE

For Year Ended December 31, 1960

REVENUE	
RENTALS	
Monarch Life Assurance Company	\$ 3,575.04
Teachers' Retirement Fund	2,000.00
The ATA Magazine	<u>1,200.00</u>
	<u>\$ 6,775.04</u>
EXPENDITURE	
Heat	627.61
Insurance	203.75
Janitor—less recoveries	1,980.00
Light and water—less recoveries	1,036.48
Maintenance	1,545.77
Taxes	3,376.86
Interest on mortgage	1,455.95
Provision for depreciation at 2½% of cost	<u>4,255.24</u>
	<u><u>14,481.66</u></u>
NET COST IN LIEU OF RENT	<u><u>\$ 7,706.62</u></u>

SCHEDULE OF TRUST FUND RESERVES

For Year Ended December 31, 1960

	Scholar-ships	Research	Library	Special Emergency	General	Total
BALANCE DECEMBER 31, 1959	\$ 25,129.97	\$ 23,132.51	\$ 26,838.10	\$267,898.56	\$153,477.56	\$496,476.70
Add:						
Appropriation from current year's surplus						
Per by-laws	1,000.00	1,000.00	1,000.00		10,000.00	13,000.00
Per Annual General Meeting				20,000.00		20,000.00
From investment earnings				30,000.00		30,000.00
From general revenue						
Appropriation from unallocated surplus				52,195.12		52,195.12
	<u>26,129.97</u>	<u>24,132.51</u>	<u>27,838.10</u>	<u>370,093.68</u>	<u>163,477.56</u>	<u>611,671.82</u>
Deduct:						
Leduc strike payments				18,554.82		18,554.82
BALANCE DECEMBER 31, 1960	<u><u>\$ 26,129.97</u></u>	<u><u>\$ 24,132.51</u></u>	<u><u>\$ 27,838.10</u></u>	<u><u>\$351,538.86</u></u>	<u><u>\$163,477.56</u></u>	<u><u>\$593,117.00</u></u>

Members' equity rose from \$685,034.45 in 1959 to \$834,532.93 in 1960.

Trust fund reserves increased \$96,640 during the fiscal year ending December 31, 1960.

Office and administrative expenses were up by nearly \$8,000 over 1959.

Magazine revenue was up about \$4,000 and expenditures, including the special issue, were up nearly \$13,000.



Participants in the Education Week ceremonies were caught by our camera in these pictures. Above, President Yates opens the ceremonies and extends a welcome to all guests, and Dr. W. H. Swift officially opens Education Week in Alberta. Opposite, Dean H. T. Coutts brings greetings from the University of Alberta. Below (from left to right), President-elect John McDonald welcomes the guests to Medicine Hat; Mrs. R. V. McCullough brings a message from The Alberta Federation of Home and School Associations, Incorporated; and Miss Lucy Milne (district representative for Southeastern Alberta) thanks Dr. Derthick for his message and his inspiration.



Keynote speaker, Dr. L. Derthick proclaims that the true measure of a nation is the education it provides for its youth.

Education Week, 1961



Alberta Education Week, 1961 was officially launched at an ATA-sponsored banquet and ceremonies held in Medicine Hat on Monday, March 6. Approximately 300 guests, consisting of educational and lay leaders from Southeastern Alberta, attended.

Declaring Education Week officially open, Dr. W. H. Swift, deputy minister of education, said that the project, sponsored as it is by the professional organization, allows people in all parts of the province to identify themselves with its cause, particularly as it is staged in a different centre each year.

Fraternal greetings were brought by Mrs. E. C. F. Skinner, representing the

Medicine Hat School District No. 76; O. P. Larson, superintendent of schools in the city public school system; Mrs. R. V. McCullough, president of The Alberta Federation of Home and School Associations, Incorporated; Mrs. Betty Garbutt, representing the Alberta Education Council; Mrs. Jessie Smith, representing the Alberta School Trustees' Association, and Dr. H. T. Coutts, dean of the Faculty of Education.

Dr. Lawrence Derthick, assistant executive secretary of the National Education Association, in his keynote address stated: "The measure of a nation's potential once lay in its land and then in its capital, but now lies in its brainpower."

Executive Secretary Dr. S. C. T. Clarke introduces Dr. Derthick.



ATA officials and guests discuss a mural, "The Seven Stages of Man", prepared for the ceremonies by the art class of the Alexandra Junior High School in Medicine Hat.



OUR LIBRARY

Book Reviews

Macmillan Spelling Series, Grades II-VIII

Shack, Bornhold, Hall, and Mann;
Flower, George E., general editor; The
Macmillan Company of Canada Limited,
Toronto 2, Ontario; Teacher's
Edition, pp. 137, \$2; Pupil's Edition,
pp. 111, \$1.10.

The words in this new all-Canadian series of spellers are based on research findings of words most commonly used by children. Vocabularies are grouped in logically arranged topics. The accompanying exercises have differentiated activities for good or poor spellers. The teacher's manual consists of the pupil's edition with interleaved pages of teaching suggestions and useful background information. Throughout the series a list of 300 most commonly misspelled words is repeatedly attacked from different angles.

—K. B.

Sounds, Letters and Words More Letters and Words Skills with Sounds and Words

Wingo, Charles E. and Hletko, Mary C.,
J. B. Lippincott Company (Available
from Longmans, Green & Co., Toronto
16, Ontario); pp. 96, Teacher's Edition,
\$1.20, Pupil's Edition, \$1.

These three new workbooks replace the old *Seatwork with Phonics*, to be used with or without the textbook, *Reading with Phonics*. In the first book, *Sounds, Letters and Words*, all consonant sounds except "x" and the five short vowel sounds are presented in carefully graded auditory, visual and handwriting exercises. The second book, *More Letters and Words*, continues with recognition of the

consonant "x", consonant digraphs (sh, ch, tch, bl, st, br, etc.) and the long vowel sounds. After this, the alphabet letter names are learned, capitalization of proper names, possessives and formation of simple plurals. The third workbook, *Skills with Sounds and Words*, completes the phonic scheme. After a good review of the ground covered in the two preceding books, such topics are presented as the rules for adding -ing and -ed, variant vowels and diphthongs, and silent letters such as "k" and "gh".

With few exceptions, the words used in these three books are from the Dolch Basic Sight Vocabulary.

—K. B.

Looking at Maps

Wonders, William C.; Longmans,
Green & Co., Toronto 16, Ontario; pp.
28, \$1.25.

Well illustrated from cover to cover and completely in color, *Looking At Maps* would serve well as a reference in teaching elementary principles of geography. This book, designed for students from about Grades II to VI, introduces and illustrates such concepts as scaled drawings, altitude, contour lines, direction, and physical features. It has various types of informational maps of western Canada showing political divisions, mineral resources, farm products, vegetation, and climate.

Dr. Wonders begins with a local situation, namely, the child's home. From here he enlarges to the block, then a town and city and, finally, to a province and the world. Because of this and because of the way it tends to draw information from the reader, this book would lend itself well to a good teaching situation. Moreover, the text is designed for the teaching of physical geography as well as economic and human geography. Finally, the book is laid out not only to give maximum learning from each page but also to make it appealing to the youngster.

—A. B. M. H.

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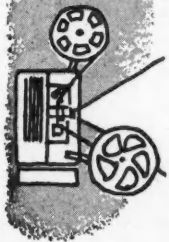
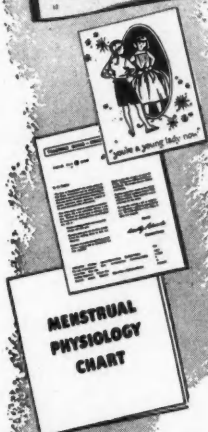
"You're A Young Lady Now"—Charming, wholesome booklet for girls 9—11 gives simple, easy-to-understand explanation of menstruation.

Teaching Guide—Offers suggested lesson plans for teaching menstrual hygiene.

Menstrual Physiology Chart—Diagrammatic wall chart for classroom discussions.

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...Teaching Guide

...Physiology Chart

...Information on free Kotex napkin vending machine service.

Kotex is a trademark of Kimberly-Clark Canada Ltd.

Webster Classroom Science Library

Ware, Kay and Sutherland, Lucille; Webster Publishing Co. (Available from Longmans, Green & Co., Toronto 16, Ontario); pp. 32.

This series for upper elementary grades includes the following titles: Butterflies, Jungle Animals, Reptiles and Amphibians, Sea Shells, Rocks and Minerals, Mountains and Volcanoes, Space Travel, Prehistoric Animals, Unusual Birds, Bees and Wasps, Life under the Microscope, Atomic Energy, Insects, Fishes, Flowers, Birds, Trees, Airplanes, The Stars, The Seas, The Earth, Time, Hawaii, and Alaska.

Interesting texts are combined with clear diagrams or maps and many illustrations in color. At the end of each book is a list of topics for discussion, and activities are suggested to stimulate further interest in the subject. —K. B.

Senior Technical Mathematics

Heywood, A. H.; The Macmillan Company of Canada Limited, Toronto 2, Ontario; pp. 557, \$4.50.

Senior Technical Mathematics has been designed as a mathematics text for the technical high school student at the Grade XI or XII level. The book is divided into seven parts or topical sections. The first section deals with algebra and reaches a level comparable to Grade XII academic algebra. Other sections deal with logarithms, the slide rule, approximate numbers, mensuration, trigonometry, statistics, and practical and

It is a funny thing about life — if you refuse to accept anything but the best you very often get it.

—W. Somerset Maugham

There is nobody so irritating as somebody with less intelligence and more sense than we have.

—Don Herold

deductive geometry. The book contains much more material than can be covered by the average high school student in two years. Some of the mathematical and physical concepts with which the book deals are quite abstract or academic. A careful selection of material to satisfy the level of ability and achievement of any given class is therefore quite possible. —L. W. W.

Canada Year Book, 1960

Dominion Bureau of Statistics, Information Services Division, Ottawa, Ontario; pp. 1304, \$5 cloth-bound, \$3 paper-bound.

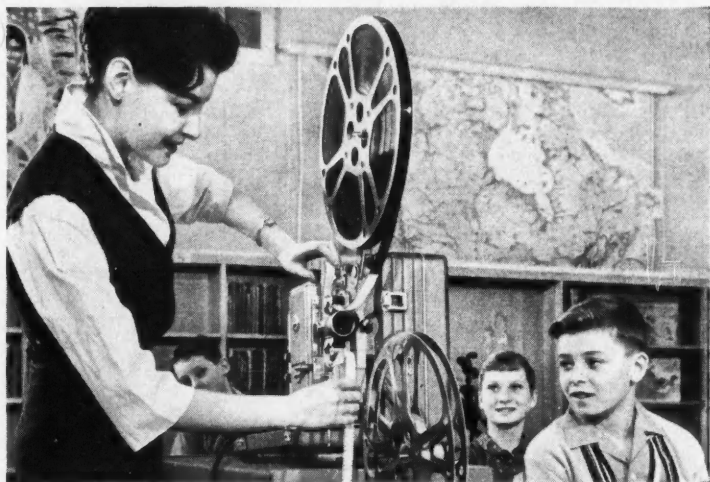
The *Canada Year Book, 1960* continues a series of annual publications giving official statistical and other information on Canada's economy and people. Every measurable phase of the country's development is included and there are over 40 maps and diagrams.

This year's edition contains a number of special feature articles, such as "The Revolution in Canadian Agriculture", "The Canadian Wheat Board and Its Role in Grain Marketing", "The St. Lawrence Seaway in Operation", "Hospital Services and Hospital Insurance in Canada". New features introduced this year cover such subjects as the national parole system, controls over the pricing and marketing of farm products other than grain, and space research. The concluding chapter lists government information services, special material presented in earlier year books, a Canadian chronology of events, a register of official appointments, and a statistical summary of Canadian progress since 1871. The index is detailed and explicit.

Teachers, librarians, parents, students, and all Canadians will find the *Canada Year Book* an invaluable source of authentic information about their country. It can be ordered from the above address, or from the Department of Public Printing and Stationery, Ottawa, or may be purchased through local bookstores.

—M. R. A.

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Notice regarding Refund of Contributions

Forms for use in applying for refunds of contributions may be obtained from the office of the Board of Administrators, Teachers' Retirement Fund, 9929-103 Street, Edmonton. The refund is all contributions and interest to the credit of the teacher's account less \$10 for each year of service.

The Pension By-law

18. (d) When an application for refund is made upon retirement from service occurring after May 31 and before September 1 in any year, the repayment shall not become due before the end of that year; and in the case of every other application, repayment shall not become due until four months after the date of application.

**Board of Administrators
Teachers' Retirement Fund**

Notice regarding Application for Pension by Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application.

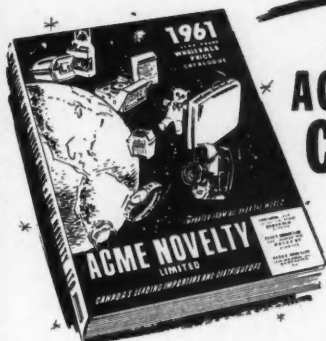
All teachers who retire as at June 30, 1961 are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office before **June 30, 1961** if the pension is to begin as of July 1. [See 13(a)]. The application forms may be obtained from the office of the Board of Administrators, Teachers' Retirement Fund, 9929-103 Street, Edmonton.

The Pension By-law

10. (a) Any teacher who retires from teaching service upon or after attaining the age of 60 years and who has completed not less than 15 years of pensionable service, shall be paid a pension out of the Fund upon his written application to the Board.

13. (a) Unless otherwise directed by the Board a pension shall commence on the first day of the month next following the receipt by the Board of the application, unless pensionable service is then currently accruing to the applicant, in which case it shall commence on the first day of the month next following cessation of such service; and shall accrue and be paid monthly in equal instalments on the last day of each month.

**Board of Administrators
Teachers' Retirement Fund**



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NEWS FROM OUR LOCALS

Physical education through the grades

Teachers at the February 21 meeting of the Camrose North Sublocal discussed physical education in the school. Betty Jean Ringwall outlined the prescribed program for Division I which is quite informal and largely integrated with the enterprise. Division II was represented by Lyle Erga who spoke on the special needs and abilities of ten- and eleven-year-olds. There is more specific drill on skills, and teamwork in games is stressed above competition. Roland Moore spoke for the junior high school grades, noting the real need for physical education and deploring a general lack of proper facilities and equipment. Ken Dahl, speaking for the senior high school section, enlarged on the objectives of the physical education program: to develop the physical, mental and social health of students.

The airforce plan for physical fitness, involving ten basic exercises for women and girls and five for men and boys and requiring eleven minutes a day for ten months, was outlined by Dennis Dibski.

Report from Calgary Suburban

Under President G. Willott, the local has so far had a busy year with both business and committee meetings and social events involving all school staffs within the local organization.

Three programs on CFCN-TV—two dealing with the teaching of reading and arithmetic and one on guidance in the high school—were lined up as Education Week features by F. J. Milaney, local public relations director. A bonspiel was held on February 4 with 16 teams participating. Teachers of Forest Lawn, with Roy Strickland as coordinator, have been working on an extensive testing program. Pat English and representatives from the various schools are working on educational research. Frank Anderson, senior social worker of the Calgary Guidance Clinic, was guest speaker at the February

meeting. He pointed out that, whereas ten years ago, not one child was referred to the Clinic by teachers, 18 percent of the disturbed children treated last year came from school referrals. An outcome of his talk may be the formation of study groups combining teachers and trained social workers.

The local publishes a newsletter, *The Fringe Megaphone*, with Mrs. Hannah Smith as editor and an editorial staff of about 15 teachers representing each of the schools. The paper is distributed monthly before each local meeting.

Specialist councils discussed

Executive Secretary S. C. T. Clarke was guest speaker at a recent meeting of the Clover Bar Sublocal held in the Salisbury High School. Dr. Clarke gave a comprehensive account of the establishment of specialist councils, and some consideration was given to the formation of specialist groups within the sublocal. Bill Labatiuk was chosen to act on the program committee with Mrs. Wilma Phipps and Frank Carnahan. A resolutions committee of A. Lampitt (chairman), Mrs. Emma Lien and John Takahashi was elected. Ivan Mallett was asked to prepare a report for the sublocal on the progress of the local awards committee. Reports were also heard from the convention committee and from Ernest Zutz, sublocal representative to the Clover Bar Local.

Superintendent speaks at Crowsnest

Guest speaker at the February 23 meeting of the Crowsnest Pass Local was O. L. Matson, superintendent of schools from Pincher Creek. Mr. Matson outlined five different kinds of tests and suggested that both IQ and achievement tests be used to measure the ability of a student. He also suggested that extra work be given to top students who would be motivated by being shown their own potential. Sixty-five members attended

CALGARY SCHOOL BOARD REQUIRES TEACHERS

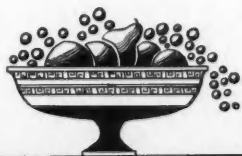
Applications are now being received for the 1961-62 school year. Positions at every level will be available, including specialists in unit shop, commercial and physical education.

Application forms may be obtained from

R. WARREN
Superintendent of Schools,
c/o McDougall School,
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the meeting which was held in the Isabelle Sellon School, Blairmore. President Mrs. Lena M. Bouthillier reported on the recent regional conference.

Bonspiel sponsored by sublocal

Teachers of the Lethbridge Rural Local gathered at the Picture Butte curling rink on March 4 to enjoy a one-day bonspiel sponsored by the Lethbridge Northern Sublocal. The winning rink was skipped by Al Blakie; Jim Parks skipped the second place rink; and George Hanna's rink took the consolation prize. The bonspiel committee was chaired by Charles Allen.

The curlers enjoyed a banquet prepared by members of the Crescent Home and School Association at which Sublocal President George Hanna welcomed the guests. Highlights of the entertainment were musical numbers by a quartet—Ross Harvey, Blaine Askew, Delmer Hunt, and Dennis Maier — and a humorous reading by Morris Shields.

Successful year reported by Ponoka Sublocal

The sublocal executive for the current year is: Lillian McPhie, president; Patrick Lockert, vice-president; Mrs. Rita Stickney, secretary-treasurer; and Mrs. Edna Stretch, lunch convener.

An excellent attendance has been recorded at meetings so far in the current term. At the November meeting the teachers paid tribute to Superintendent E. W. White who has been forced into early retirement by ill health. At the same meeting, Delbert Purnell of the Ponoka high school staff showed some interesting films on Iran and also displayed crafts and authentic costumes of the Iranian people. Assistant Superintendent Howard Larson addressed the group in December on the subject of accreditation. Mrs. Ethel Webber's colorful films of Hawaii completed the program. Mrs. Shirley White reported to the January meeting concerning the ATA Banff Conference, and during the social hour Ruth Berdine 'took' the guests on a trip to Trinidad.

Group Dynamics discussed

Following the business session at the regular meeting of the Manville-Minburn-Buffalo Coulee Sublocal on February 27, Harry P. Chomik, principal of the Innisfree School, addressed the teachers on group dynamics. His topic was subdivided into group procedures, get-acquainted sessions, procedures for a successful meeting, detrimental procedures, what is expected of the chairman, methods of obtaining participation, and reasons for failure. Mr. Chomik stated in conclusion: "It is true that learning better group behavior is an example of complex understandings, skills and attitudes. But all is not magic and in thinking about acquiring new skills we need to plan for learning conditions that will make realistic and feasible changes in people." The evening ended with a questionnaire presented by the Buffalo Coulee staff on divisional and Association matters.



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THE EDMONTON PUBLIC SCHOOL BOARD

is pleased to announce

The settlement of current negotiations with the Edmonton Local of The Alberta Teachers' Association.

A Memorandum of Agreement signed March 9, 1961 formulates a two-year Contract covering the period September, 1961 to August 31, 1963. The new settlement offers increases in all basic salaries and increases in all maximum salaries.

This is a schedule for career teachers

The Board will make more than 300 new appointments to teaching positions to become effective September 1961.

For Salary Schedule and Application form write to:

**M. J. V. Downey,
Personnel Officer, Educational,
The Edmonton Public School Board,
10733 - 101 Street,
EDMONTON, Alberta.**

Applicants may arrange for interview appointments on Saturday mornings.

THE ATA NEWS BEAT

Educational public relations

During March, three major public relations activities were held which are worthy of special mention.

On March 2, the Executive Council held its annual dinner for teacher and ex-teacher members of the Legislative Assembly. This occasion gives the members of the Executive Council an opportunity to meet socially with our colleagues in the legislature. It also gives the MLA's an opportunity to meet the executive of their professional association.

On March 6, the Association sponsored the official opening of Education Week at Medicine Hat. It is worth noting that this is considered one of the major annual public relations activities undertaken by the Association. Representatives of all organizations who spoke at the ceremony praised the Association for taking the leadership in promoting public understanding of and support for education. Dr. W. H. Swift, who officially opened Education Week, stated that: "... without the efforts of the Association, the project would be meaningless but that, as it is properly sponsored, it allows people in all parts of the province to identify themselves with its cause—particularly as it is staged in a different centre each year."

Following the ceremony, President Yates commented that activities such as this seem to be very effective in bringing educators and laymen closer together in their concern for the education of our youth. Vice-President McDonald, District Representative Lucy Milne, Dr. Clarke and Mr. Ingram were present along with our president.

Through the efforts of the Edmonton Public and Separate School Boards and the Edmonton Chamber of Commerce, a tour of Edmonton high schools was arranged on March 8. A number of Edmonton business men visited the schools in

the morning according to a pre-arranged schedule. Following the tour, a luncheon meeting was held in the Corona Hotel. Talks were given by representatives of the school systems and the Chamber of Commerce. Dr. Clarke and Mr. Ingram participated in this activity.

Northland School Division

The Department of Education has organized a new school division in the northeast corner of the province to be called the Northland School Division No. 61. This region is very sparsely populated and the schools are very isolated. Some 35 to 40 teachers are located there. The possibility of organizing a local, the real difficulties attached to how it might operate, and how ordinary ATA affairs can be conducted for teachers in the Northland School Division, were the subject of serious staff study during March.

In your behalf

During March, Dr. Clarke (along with all staff officers) had a final meeting with the Barnett House Committee on the detailed plans and specifications, and again with all staff officers attended the MLA dinner mentioned elsewhere in this report. An Executive Council meeting on March 3 and 4 occupied two full days. Along with President Yates and Mr. Ingram, Dr. Clarke attended the opening of Education Week at Medicine Hat, and with Mr. Ingram toured an Edmonton composite high school in connection with Education Week ceremonies.

On Saturday, March 11 he attended a meeting of the ATA Curriculum Committee, and on March 12 and 13, along with the president, vice-president, past president, Mr. Seymour, and Mr. McPettridge took part in a special western salary con-

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Applications are invited to fill positions on the staff of the Medicine Hat City Schools effective September 1, 1961, at the following levels:

Senior High School:

English, commercial, unit shop, science, librarian.

Junior High School:

Physical education (male and female), mathematics-science, English-social studies.

Elementary Schools:

General subjects, physical education.

Opportunity Classes:

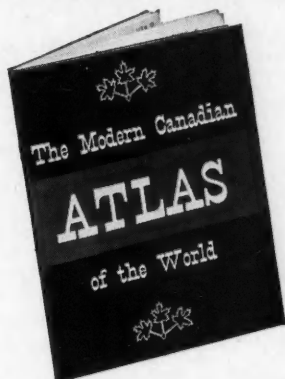
Additional allowance of \$300 provided in schedule for teachers of opportunity classes.

Commencing salaries range up to \$8300—Salary schedule under negotiation.

Application form and salary schedule will be forwarded upon request to:

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Superintendent of Schools
Medicine Hat School District No. 76
601 First Avenue S.W.
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ference in Vancouver. On March 14, he attended a meeting of the Faculty Committee on Educational Research and then went to bed for a week with the flu. On March 24, he attended, by special invitation, the trustee convention called to consider the new school finance plan.

The initial meeting of the first ATA specialist council was held on March 25. Dr. Clarke and Mr. Ingram were present for this occasion. On March 27, Dr. Clarke spoke to a mental health seminar in Calgary on "Public Education and the Needs of Industry". The last week in March was taken up with special meetings on the government's proposed plan for financing education and preparations for the Annual General Meeting.

During March, Mr. Seymour dealt with two grievances, attended meetings of the Executive Council and the Finance Committee, and spoke to meetings of Division II and Division III of the Calgary City Local. Collective bargaining in the southwestern area of Alberta also occupied his time, as did the special meetings on the government's proposed plan for educational finance. On orders of the Executive Council, Mr. Seymour took two weeks' holidays during March.

Mr. Eyres attended a Discipline Committee meeting and prepared material regarding discipline cases. The annual meeting of the credit union and a bonspiel committee meeting also occupied his time. On March 16, he spoke on spe-

cialist councils to the Ponoka Sublocal and on March 24, to the Vegreville Local regarding pensions. On March 28, along with the vice-president-elect and chairman of the ATA Pension Committee, Hugh McCall, he spoke to the Retired Teachers' Association. A meeting of the credit committee of the credit union and preparations for the Annual General Meeting also occupied Mr. Eyres' time.

During March, Mr. Ingram has been particularly busy assisting in the organizational meetings of specialist councils. There were meetings of the provisional executives of the Home Economics Council, the Mathematics Council, and the Business Education Council. As mentioned above, Mr. Ingram also arranged the dinner for teacher-MLA's, attended the meeting of the Executive Council on March 3 and 4, and the ceremonies connected with the opening of Education Week.

Mr. Ingram attended a most important conference in March, namely that of the Association for Supervision and Curriculum Development. The 1961 conference was held in Chicago. He also attended a meeting of the executive of the Alberta Education Council and a meeting of the Scholarship Committee. Along with other staff officers, Mr. Ingram spent time preparing for the Annual General Meeting.

During March, Mr. McFetridge along with the vice-president-elect, Hugh McCall, dealt with a serious grievance which required more than two meetings. As secretary of the English Specialist Council, he has been busy preparing for its inaugural meeting immediately after the Annual General Meeting. He spoke to an induction ceremony at Fairview and while in that area dealt with a grievance. During March, Mr. McFetridge dealt with three different collective bargaining disputes and has also been occupied in our deliberations about the government's proposed educational finance plan. Mr. McFetridge has had extra duties in connection with collective bargaining and in AGM preparation because of Mr. Seymour's time off.

Wars are easy. Peacetime is when the trouble starts. —Jean Anouilh

It is not so much our friends' help that helps as the confidence of their help. —Epicurus

To produce an income tax return that has any depth to it, any feeling, one must have Lived—and Suffered. —Frank Sullivan

The only bad part of being a good sport is that you have to lose to prove it. —Walter Winchell

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CALGARY: Contact the University in Calgary

ATHABASCA: English 200

CAMROSE: Education 476

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Sociology 212

OLDS: English 200

RADWAY: Philosophy 240

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WAINWRIGHT: Sociology 370

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REGISTRATION DEADLINE: For continuing students, September 11; for new students, August 1.

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—Social Studies/English - two vacancies
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—Social Studies/English, Drama/French two vacancies (combination of any two)
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- *A dividend of four percent was declared.
- A publicity committee consisting of John Edwards and A. R. Anderson was elected.
- Consideration was given to raising maximum loan to \$1000.
- Consideration of a ten percent rebate was referred to the Board of Directors.

*Passports should be sent in for posting

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C. T. De Tro
H. A. Wallin

Credit Committee

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B. B. Russell
A. M. Arbeau

Q & A

OUR READERS WRITE

◆ *There has been a good deal of talk about the short hours and high pay of teachers in the daily newspapers and in the legislature during the last few weeks. Why doesn't the Association do something about this sort of thing?*

The Association has never made a practice of writing letters to newspapers, nor has it engaged in controversy with individual members of the legislature. The Association publishes information concerning the relative economic status of teachers which has been made available to members of the legislature. No information of statistical nature is available on the amount of time teachers spend outside regular school hours on extra-curricular duties, marking and grading of pupil assignments and tests, preparation of lessons, and professional reading and meetings. Teachers know that the amount of time required outside regular school hours is extensive, as do most people who have any knowledge of the job of teaching.

◆ *Can a superintendent legally give you notice of transfer two days before the end of the school year, in June?*

Any notice of transfer must be given in writing to a teacher on instruction from the school board. Verbal notice therefore is of no effect. *The School Act* permits a school board to transfer a teacher from one school or room in its charge to another at any time during the school year. The teacher has the right within seven days after receiving the notice of transfer to request in writing a hearing before the board. No transfer can be made, if the teacher has requested

a hearing, until the board or a committee thereof has heard the appeal.

◆ *Can I get a refund of my pension contributions when I leave teaching this summer?*

You must make formal application for refund to the Board of Administrators, Teachers' Retirement Fund following your resignation. Refund of your contributions will be made as soon as possible after processing of your application and in accordance with the applicable regulations.

◆ *In the March issue of The ATA Magazine you state that the teacher's certificate range must be applicable to the grades and subjects in which he offers instruction. Does this mean that a teacher should be required to teach only those subjects in which he has taken methods courses at the university?*

No. Your teaching certificate permits that you teach the subjects on the course of studies for the grade within your certificate range, excepting those subjects for which special training and certification are required by the Department of Education.

◆ *Is there any restriction on the movies or filmstrips which may be screened in a school?*

Yes. Those which have received the approval of the Department of Education may be shown in schools during school hours.

◆ *Who are the members of the Discipline Committee?*

Mrs. Inez K. Castleton (chairman), Miss Ada Fraser, G. S. Lakie, J. A. McDonald, and M. Skuba comprise the ATA Discipline Committee.

◆ *What position should a principal take if a police officer calls at the school to question a student regarding an alleged offence?*

The principal should request that the police officer call at the student's home at some time when both the student and his parents will be present. If the officer

insists on interviewing the student at the school, the principal should attempt to arrange that the parents be present and, if that is not possible and the police officer wishes to proceed with questioning the student, the principal must be present, because in such circumstances his relationship to the student is *in loco parentis*.

Notice regarding Definition of "Teacher" for Teachers and Secretaries of School Boards

Section 2(d) of *The Teachers' Retirement Fund Act* reads (in part) as follows:

2. In this Act,

- (d) "teacher" means any person who holds a valid certificate of qualification issued under the regulations of the Minister of Education and who is employed
 - (i) by the board of trustees of a school district or division, constituted under *The School Act* in the capacity of
 - (a) a teacher, or
 - (b) a librarian devoting his full time to the work of a school,or by the Lloydminster Public School District and the Lloydminster Roman Catholic Separate School District in the capacity of a teacher;
 - (ii) as a superintendent, supervisor, principal or other such official of a school district or a school division formed and constituted under *The School Act*, and includes a person employed by the board of trustees of a school district or division constituted under *The School Act* and engaged in a non-teaching capacity, if the holding of a valid certificate of qualification issued under the regulations of the Minister of Education is required by the board of trustees as a condition of the employment and the requirement is approved by the Board of Administrators.

The Board of Administrators suggests that any teacher considering a position other than as a teacher, librarian, superintendent, supervisor or principal contact the Board regarding his position under *The Teachers' Retirement Fund Act* before he accepts it.

It is suggested also, that school boards considering appointments to positions other than those listed above, contact the Board regarding the status under this Fund of any teacher appointed to the position.

**Board of Administrators
Teachers' Retirement Fund**

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**An Evaluation of the
Leisure Reading Program**

(Continued from Page 14)

these lists. Desire was expressed for a handbook to assist teachers to do a better job with the leisure reading program. These suggestions and desires are being considered as the Leisure Reading Subcommittee meets from time to time.

In conclusion, the teachers agreed that the present leisure reading program is satisfactory, partly because the suggested books are interesting and cater to a wide variety of tastes, and partly because emphasis upon reading is being demanded by the present curriculum.

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Applications should reach J. F. Swan,
Superintendent of Schools, 10636 - 79
Avenue, Edmonton, not later than
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A Canadian Look at Soviet Education

(Continued from Page 9)

tive societies. However, not only are the ideals and morals somewhat different; the purpose also differs!

The desire in Canada, it seems to me, is to encourage the development of individuality and to promote cooperation with other gloriously different individuals. The emphasis in the USSR seems rather to be on the theme that even the youngest Soviet citizens are joined together as inextricably as the links of a chain and that individuality must at all times be discouraged for fear of the violence it might do to the common good. Other differences are the lack of academic readiness programs in Soviet kindergartens, and the self-sufficient "world-in-itself" atmosphere I sensed in at least the one we visited. The completeness of the facilities for eating, sleeping and playing drew attention to the absence of those frequent reminders of parents and home which have pervaded the atmosphere and program of any Canadian kindergarten I've seen.

How good are Soviet kindergartens? If "good" means "effective" I think they're probably very good indeed, in terms of their limited but well defined purposes. The lack of formal attention to academic preparation should not be taken as a

Yardstick for Education Plan

(Continued from Page 17)

had little to do except build fancy educational factories. In any event, we must certainly strive for greater school efficiency, in the sense of turning out better-educated school graduates at the lowest possible cost. But we must not confuse efficiency with cost-cutting because the two are not always identical.

The yardstick by which the new plan ought to be measured is the welfare of the Alberta youngster. It is, in the final analysis, for his sake that equal opportunity, local autonomy, high standards and adequate revenues are essential. We suggest that the plan fails to measure up to this yardstick; that the good intentions indicated by the items on the credit side of the ledger have been pushed aside by excessive concern for the taxpayer and, to a lesser extent, by the province's desire to keep the reins in its own hand; and that for this reason the plan should not be implemented until it has been radically amended and reoriented.

comment on the quality or nature of even Grade I education in that country. The transition to academic earnestness and good hard learning is swift and sudden, as we were to discover in some of our other visits.

Notice regarding Employment by the University of Alberta

According to recent amendments to *The Teachers' Retirement Fund Act*, a teacher who is a contributor to this Fund and who becomes employed as a teacher by the Board of Governors of the University of Alberta, may, within one year of his employment by the Board of Governors, elect to continue his contributions to the Teachers' Retirement Fund.

Application to continue to contribute to the Teachers' Retirement Fund should be made to the Board of Administrators, Teachers' Retirement Fund, 9929-103 Street, Edmonton.

**Board of Administrators
Teachers' Retirement Fund**

THE SECRETARY REPORTS

Proposed Education Finance Plan

The government of the province has proposed radical new departures in the financing of education. The government will set a uniform mill rate not to exceed 32 mills on equalized assessments. (It should be explained that the Department of Municipal Affairs has a system to equalize assessments all over Alberta. Many municipalities are not currently using the province's equalized assessment.) Thirty-two mills on the equalized assessment of a municipality determines the requisition. The actual mill rate on the municipality's actual assessment must be set to raise the sum required. In some instances it will be more than 32 mills, and in some instances it may be less.

The revenue derived from this requisition is to be forwarded by the municipalities to the Department of Education and placed in an educational fund. To this fund will be added the legislative appropriation, which has been set for this year's budget at \$49,000,000.

A schedule of what the government is calling "approved costs" but which, in reality, is a schedule of provincial average costs, has been worked out to determine the distribution of moneys from the fund. The schedule is as follows:

- Instruction—\$105 per pupil, plus \$2,100 for each teacher with less than two years of training, and \$2,400, \$2,700, \$3,000, \$3,400, and \$3,700 for each teacher with two, three, four, five, and six years or more of training, respectively. The teacher and pupil counts will be taken four times yearly, and therefore will be always up to date.
- Transportation—a per pupil per mile formula yet to be determined.
- Operation and maintenance—\$1,000 per teacher.
- Instructional aids—\$300 per teacher.
- Administration—two percent of the total of the preceding items.
- Debenture payments—\$47 per pupil with certain provisos.

School boards can requisition on the educational fund four times per year according to the number of teachers and pupils, according to the pupil mileage, and according to debentures.

In the event that the above schedule of costs does not meet the needs of the school district, the school board is entitled to make a supplementary requisition on the municipality. Existing provisions of *The School Act* are to be amended to ensure that

such supplementary requisitions are subject to appeal by the municipal council to the Board of Public Utility Commissioners.

The government says the reasons for the proposed plan are as follows: to provide a broader and more equitable basis of assessment and taxation for school purposes; to provide a fairer and more uniform basis of assessment and taxation for heavy industries, power lines, pipe lines, and the like; to facilitate amalgamation in metropolitan areas; to obtain additional tax revenue by taxing power lines, pipe lines, municipal, and government property; to provide greater stability of school mill rates; to provide greater control over accelerating school costs; and to equalize financial support for education throughout the province, thus enhancing educational opportunities for Alberta children. The government states that the plan is not intended to: provide any general relief in local taxation for school purposes; provide a greater percentage of provincial support; usurp or override the autonomy of school boards; or to change the present method of financing new school construction.

It is indeed difficult at this early stage to be certain of some other results, additional to the government's intended results, which may follow from the implementation of the proposed plan. The reader is invited to speculate on the following possible results: the per pupil cost of education will be frozen at, or about, the present \$352 per year; the formation of counties in the rural areas will receive a tremendous stimulus; the adoption and use of the provincial equalized assessment will be promoted; control of education will move from elected school boards to municipal and provincial authorities; the amount of provincial support for education will be fixed instead of being related to the actual expenditures of school boards; minimum educational services will be provided at whatever level provincial average expenditures will finance; and education will be provided a somewhat broader tax base.

Of this list of possible results, the most alarming are the implications of a lid or ceiling on educational expenditures and the transfer of control over educational expenditures from school boards to municipal and provincial authorities. If these latter results in fact do follow from the proposed plan, they effectively ring the death knell over the local autonomy of school boards.

Stanley Clarke



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